

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140135 P015B140135

Univ of Oregon

3A

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424			
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	
		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>	
* 3. Date Received: <input type="text"/>		4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>		5b. Federal Award Identifier: <input type="text" value="0032223"/>	
State Use Only:			
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:			
* a. Legal Name: <input type="text" value="University of Oregon"/>			
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="481278531"/>		* c. Organizational DUNS: <input type="text" value="9481173120000"/>	
d. Address:			
* Street1: <input type="text" value="c/o Sponsored Projects Services"/>			
Street2: <input type="text" value="5219 University of Oregon"/>			
* City: <input type="text" value="Eugene"/>			
County/Parish: <input type="text"/>			
* State: <input type="text" value="OR: Oregon"/>			
Province: <input type="text"/>			
* Country: <input type="text" value="USA: UNITED STATES"/>			
* Zip / Postal Code: <input type="text" value="97403-5219"/>			
e. Organizational Unit:			
Department Name: <input type="text" value="Ctr Asian & Pacific Studies"/>		Division Name: <input type="text" value="Global Studies Institute"/>	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix: <input type="text"/>	* First Name: <input type="text" value="Joshua"/>		
Middle Name: <input type="text"/>			
* Last Name: <input type="text" value="Kerber"/>			
Suffix: <input type="text"/>			
Title: <input type="text" value="Sponsored Projects Administrator"/>			
Organizational Affiliation: <input type="text"/>			
* Telephone Number: <input type="text" value="541-346-5131"/>		Fax Number: <input type="text" value="541-346-5138"/>	
* Email: <input type="text" value="SponsoredProjects@uoregon.edu"/>			

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

* 12. Funding Opportunity Number:

ED-GRANTS-053014-001

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National and Transnational East Asian Studies at the University of Oregon

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="471,144.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="471,144.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

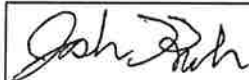
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative:

* Date Signed:

U.S. Department of Education
Supplemental Information for the SF-424

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
University of Oregon

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	78482	96620	100661	104901		380664
2. Fringe Benefits	32179	42180	44281	46487		165127
3. Travel	32800	30800	32800	30800		127200
4. Equipment						
5. Supplies	13250	13250	13250	13250		53000
6. Contractual						
7. Construction						
8. Other	46200	34700	37700	34700		153300
9. Total Direct Costs (lines 1-8)	202911	217550	228692	230138		897291
10. Indirect Costs *	16233	17404	18295	18411		70343
11. Training Stipends	252000	252000	252000	252000		1008000
12. Total Costs (lines 9-11)	471144	486954	498988	500549		1957634

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2012 To: 06 / 30 / 2014 (mm/dd/yyyy)

Approving Federal agency: ED ☒ Other (please specify): DHHS The Indirect Cost Rate is 30.7 %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Section 427 of GEPA

The project will take the following steps to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs:

Project Personnel

The University of Oregon is an Affirmative Action Employer and procedures for recruiting personnel will be non-discriminatory with respect to race, color, national origin, gender, age, sexual orientation or handicapping condition. Announcements of any open positions will occur in forms and locations accessible to individuals with disabilities as well as traditional print and electronic mechanisms.

Most of the key personnel for this project have already been identified. In recruiting for new positions, the project will follow stringent affirmative action procedures that are mandated by the University of Oregon. These procedures include active recruitment of people who are members of groups that have been traditionally underrepresented, documentation of these procedures, and written justification for any hiring recommendation. The final hiring decision is subject to approval of the University's affirmative action officer. Beyond these procedures, the College of Arts and Sciences maintains a file of national and regional placement offices that target specific persons from traditionally underrepresented populations. All ads for new positions are made available in accessible formats, and recruiting efforts take full advantage of Internet resources using online recruitment through electronic media.

Project Participants and Dissemination of Materials

The University of Oregon is dedicated to the principles of equal opportunity in education and acceptance of diversity as an affirmation of individual identity within a welcoming community. The Office of Disability Services collaborates with students, faculty, staff and the community to create an educational environment that is useable, equitable, sustainable, and inclusive for all members of the university community. Disability Services at the University of Oregon is working to create physical, curricular and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability.

This office provides support for eligible students who encounter barriers to full access or participation in the physical, curricular or informational environments within the university. Their services include 1) Academic Advising; 2) Adaptive Technology; 3) Classroom Relocation; 4) Computer-based Note-taking; 5) Exam Adjustment; 6) Instructor Notification – Letter informing instructors of adjustments that will facilitate student access; 7) Lab Assistance; 8) Note-taking; 9) Referrals – information about and referrals to other university offices and programs that provide support to students; and 10) Sign Language Interpreting – ASL interpreting or transliteration for academic and extra-curricular activities

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input checked="" type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input type="checkbox"/>
Undergraduate NRC and FLAS	<input checked="" type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

[illegible]

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Abstract: National and Transnational East Asia at the University of Oregon

The University of Oregon (UO) proposes to create a Title VI East Asia Undergraduate National Resource Center that approaches the region as a place steeped in distinct local and national traditions, yet also swept up in transnational flows of capital, labor, consumer goods, religion, popular culture, and information. The unit that will administer this program, the East Asia NRC, is located within the Center for Asian and Pacific Studies (CAPS). UO's instructional expertise in East Asian studies, focused in the interdisciplinary Asian Studies BA/MA Program, is anchored in the humanities and social sciences and extends to the professional schools. The EA NRC will coordinate EA-related academic activities and public outreach.

Language instruction is at the core of East Asian studies at UO. We offer 5 levels of modern Chinese and Japanese, as well as literary and classical language, and 4 levels of modern Korean. In addition, we support 2 content-based K-16 language programs: the Chinese Flagship and Japanese Global Scholars. Anthropology, Art History, EALL, Geography, History, the Honors College, Linguistics, Political Science, Religious Studies, and Sociology all offer coursework with 100% East Asian content. Several other departments in the Arts and Sciences, as well as all 6 professional schools, offer a range of courses with significant (25%+) EA content. 46 tenure-stream faculty members, 12 professional instructors, 2 active emeriti, and 4 professional staffers with curricular responsibilities constitute the core faculty. They teach 90 undergrad and 60 grad courses per year with 100% EA content to nearly 40% of all graduating seniors.

Among the many special programs that distinguish East Asian studies at UO are: the Chinese Flagship and Japanese Global Scholars content-based language programs, the East Asian Linguistics and Pedagogy program, the CAP and LinguaFolio Online language proficiency assessment tools (CASLS), the East Asian Art Collection of the UO Museum of Art (JSMA), the East Asian Collection of Knight Library, and the Admiral David Jeremiah (all-Asia), Myung Sup Lim (Korea), and Yoko McClain (Japan) lecture series administered by CAPS. Annually, over 5,000 people attend East Asia-related events, most either organized or co-sponsored by CAPS. Roughly 50% of the museum's ArtsBridge K-12 outreach and teacher training is focused on East Asian art, and CAPS/CASLS coordinate an array of EA-related teacher trainings. East Asia comes to UO in the form of international students (2,243 in 2013-14) as well as visiting scholars (125), and UO heads to East Asia with 120+ study abroad students and 10-15 research and teaching faculty every year. UO maintains 13 MOUs with universities in East Asia and is an active member of the Association of Pacific Rim Universities.

The overarching goals of our NRC proposal, and the "targeted improvements" related to each, include: 1) Accessibility to East Asia through Technology ("mobile classroom" and other upgrades for Language Instruction; digitization of rare materials in the EA library collection; an online "best lecture" series for dissemination to community colleges; and instructional modules for EA content related to national K-12 Common Core standards); 2) Transnationalization of the EA Curriculum (new transnational content in the CAS curriculum; new EA content in the professional school curricula; a new career instructorship in EA/Korean Media Studies; and cross-cultural communication workshops for non-EA faculty working with EA international students); and 3) Expanding content-based Language Instruction (research for new Korean content-based language instruction; JSMA workshops on art-based instruction; an ACTFL Writing Proficiency Workshop; and "best lecture" modules for advanced language classes in Chinese, Japanese, and Korean). With respect to FLAS specifically, we propose to introduce a need-based formula that ensures greater accessibility to fellowship funding for qualified students.

List of Acronyms

AAA.....	Architecture and Allied Arts
AAU.....	Association of American Universities
ACLS.....	American Council of Learned Societies
ACTFL.....	American Council on the Teaching of Foreign Languages
ANVLL.....	A National Virtual Language Lab
APRU.....	Association of Pacific Rim Universities
ASP.....	Asian Studies Program
ASPAC.....	Asian Studies on the Pacific Coast
AY.....	Academic Year
BIE.....	Business and International Education
CAP.....	Computerized Assessment of Proficiency
CAPS.....	Center for Asian and Pacific Studies
CAS.....	College of Arts and Sciences
CASLS.....	Center for Applied Second Language Studies
CER.....	Course Evaluation Report
CI.....	Confucius Institute
CIEE.....	Council on International Educational Exchange
CIS.....	Computer and Information Science
CoDaC.....	Center on Diversity and Community
COE.....	College of Education
COFLT.....	Confederation in Oregon for Language Teaching
CSWS.....	Center for the Study of Women in Society
EA.....	East Asia
EALL.....	Department of East Asian Languages and Literatures
FLAS.....	Foreign Language and Area Studies
GEPA.....	General Education Provisions Act
GIL.....	Global ILL Framework
GTF.....	Graduate Teaching Fellowships
GSI.....	Global Studies Institute
ICSP.....	International Cultural Service Program
IE3.....	International Education, Experience, and Employment
ILL.....	Interlibrary Loan
JASO.....	Japan-American Society of Oregon
JGS.....	Japanese Global Scholars Program
JSMA.....	Jordan Schnitzer Museum of Art
LCB.....	Lundquist College of Business
LCC.....	Lane Community College
LCTLs.....	Less Commonly Taught Languages
LRC.....	Language Resource Centers
LTS.....	Language Teaching Specialization program
MOU.....	Memoranda of Understanding
NEH.....	National Endowment for the Humanities
NRC.....	National Resource Center

National and Transnational East Asian Studies

Overview. The University of Oregon (UO), under the direction of the Center for Asian and Pacific Studies (CAPS), proposes: 1) to fund a Title VI East Asia Undergraduate National Resource Center (East Asia NRC), and 2) to support 8 Academic Year Foreign Language and Area Studies (FLAS) fellowships (4 undergrad and 4 grad), as well as 8 Summer FLAS fellowships, annually for graduate and undergraduate students working in advanced Chinese, Japanese, and Korean. Our three overarching goals for the NRC are: to increase accessibility to East Asia through technology, to promote transnational coursework within the curriculum, and to expand content-based language teaching.

The UO, with its 24,548 undergraduate and graduate students, is the flagship of the Oregon University System (OUS). The 7 schools and colleges that comprise UO offer undergraduate and graduate degrees in the arts and humanities, social and physical sciences, architecture and allied arts, business, law, education, journalism, communications, music, and dance. UO is the smallest of the 62 Association of American Universities (AAU) research institutions, and one of only two member institutions located in the Pacific Northwest. It is also a founding member of the Association of Pacific Rim Universities (APRU).

Last summer, UO ranked 4th in the country in Gilman Scholarships awarded and 1st in percentage of students becoming Peace Corp volunteers. The international profile of UO, which extends across all 7 of its schools and colleges, resonates with the university's Mission Statement, which affirms our "commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society." In 2013, UO's Office of International Affairs (OIA) created a Global Studies Institute (GSI), with seven centers and institutes under its umbrella, to serve as an incubator,

coordinator, and promoter of the full range of international programs, projects, and initiatives on campus. As well, UO has joined the Institute of International Education (IIE)’s Generation Study Abroad initiative to double the number of American students who study abroad by the end of the decade. UO has committed to increasing the number of students who study abroad by 40% over the next five years and to focus as well on increasing the diversity of our study abroad students, ensuring program quality, and removing financial barriers to participation.

The theme of this proposal, “National and Transnational East Asia,” reflects an East Asia that remains defined by distinct national and local histories, languages, literatures, and cultures as well as an East Asia that is steadily being redefined by transnational forces that traverse and transgress and national boundaries through the flow of capital, labor, consumer goods, religion, popular culture and information. Our East Asia NRC both builds on the strength of UO’s established “national” expertise in Chinese, Japanese and Korean Studies, and aspires to incorporate a border-crossing “transnational” agenda for East Asian Studies.

Criterion 1: Commitment to Subject Area

Operational Support. The strength of East Asian studies at UO flows through its East Asia

TABLE 1: UNIVERSITY COMMITMENT TO EAST ASIAN STUDIES <i>Annual Amounts based on % of EA effort</i>	
Faculty/GTF salaries	6,704,349
OIA/GSI	1,072,523
CASLS	817,200
CAPS/ASP	444,100
JSMA.....	410,956
Library	377,979
Total	9,827,107

NRC, which is housed in the Center for Asian and Pacific Studies (CAPS). CAPS, which was created by the State Legislature in 1987 to marshal Asian academic expertise in Oregon, spearheads Asia-related initiatives at UO. Its staff of 5 includes a Director, an Associate Director, an East Asian

Outreach Coordinator, a South Asian initiatives coordinator, and a Technical Specialist. In 2013, CAPS was placed under the administrative umbrella of the newly created Global Studies

Institute (GSI) in the Office of International Affairs, alongside 7 other international centers, where it now enjoys a new level of programmatic and technical support.

Over the past 23 years, CAPS has garnered over \$8.4 million in grants from federal and private sources for new programming (see Table 2). CAPS organizes, sponsors, and coordinates Asia-related academic activities on campus, and the East Asia NRC within it, collaborating with key centers and institutes, programs, and departments. The latter include: the interdisciplinary Asian Studies Program (ASP), the instructional counterpart of CAPS; the

Funding Agency	Total Amount
Association for Asian Studies	28,000
American Council of Learned Societies	25,000
Asia Society	28,558
Chiang Ching-kuo Foundation	27,000
Ford Foundation	905,677
Freeman Foundation	944,900
Henry Luce Foundation	88,000
Japan Foundation	131,593
National Endowment for the Humanities	128,993
National Science Foundation	711,195
Oregon Community Foundation	15,000
Sasakawa Peace Foundation	438,074
U.S. Department of Education	3,840,765
U.S. Department of State.....	993,740
United States Information Agency	119,742
United States-Japan Foundation	32,006
Witter Bynner Foundation for Poetry	24,000

Department of East Asian Languages and Literatures (EALL), which supervises all language training in Chinese, Japanese, and Korean; the Center for Applied Second Language Studies (CASLS), a Language Resource Center, architect of the federally-funded K-16 Chinese Flagship program, and a pioneer in Asian language assessment and proficiency testing; the Office of International Affairs (OIA), with the equivalent of 8.5 FTE in staff devoted to EA-related study abroad and other activities; the Jordan Schnitzer Museum of Art (JSMA), with one of the largest university collections of East Asian art on the West Coast and extensive, statewide K-12 educational outreach; and the Confucius Institute (CI) for Global China Studies. The operational budgets of CAPS and its key collaborators are detailed in Table 1.

Teaching Staff. UO boasts a core faculty of 46 tenure-stream East Asianists from 27 departments, 12 full time language instructors, 2 academically active emeriti and 8 professional staff. Of the 5 new EA faculty lines created over the past 4 years, 3 are in the humanities (Kim,

Walley, and new hire Habberstad), 1 in the social sciences (Brown), and 1 in the professional schools (Lin in Architecture and Allied Arts). As detailed in their Biographies, our faculty is accomplished in both scholarship and teaching. Each year, they offer approximately **90 undergraduate and 60 graduate courses with 100% East Asian content.**

Library Resources. The EA Collection of UO’s Knight Library, which ranks among the best EA libraries in North America, contains the largest collection of Japanese, Chinese, and Korean materials in the State of Oregon. The Architecture and Allied Arts Library, Special Collections, and the Map Library contain unique collections of images, manuscripts, and maps. Connectivity is the EA Collection’s 21st century aspiration, as exemplified by its strategic array of subscription-based electronic databases and its multi-dimensional ILL provisions.

Linkages with Institutions Abroad. The UO has Agreements and Memoranda of Understanding (MOU) with **13 East Asian universities.** Over 26% of undergraduates participate in study abroad with approximately **150 heading annually to East Asia.** Each year, faculty teach at UO and OUS EA programs that include exchange professorships at Shandong and Hanyang as well as visiting lectureships at Fudan and Tongji in China.

UO also supports large numbers of international students and faculty from East Asia. Of the 2,946 international students currently enrolled at UO, 76% hail from East Asia, as follows: China

TABLE 3: VISITING SCHOLARS AND RESEARCHERS FROM EAST ASIA <i>In-Residence 2012-13</i>	
China.....	61
Japan.....	8
Korea.....	32
Taiwan.....	1
Total	102

(1852), Korea (155), Japan (119), Taiwan (91), and Hong Kong (26). UO’s international student numbers have risen by 133% since 2003 and 16% in the last year alone. In addition, UO annually hosts 100-125 visiting professors, lecturers, fellows,

and scholars from East Asia, of whom 10-12 per year are affiliated with CAPS (Table 3).

Outreach Activities. UO is deeply committed to EA outreach activities. In the 2012-13 year

alone, public lectures, conferences, performances, film showings, readings, and teacher trainings drew over 5,000 attendees (see Table 22). CAPS and JSMA collaborate on statewide K-12 outreach, including UO ArtsBridge, EA teacher trainings, and traveling museum exhibits. With CASLS, CAPS collaborates on teacher training (both K-12 and university-level), K-16 content-based language instruction for Chinese and Japanese, and the Oregon International Internship Program (OIIP) and Education Studies Programs through our “Explore East Asia Through Writing” Common Core project. For postsecondary and general public outreach, CAPS promotes statewide EA programming through the Oregon East Asian Network (OEAN); runs the endowed Jeremiah Asia Lecture Series of 15-20 speakers per year; puts on 3-4 EA-related international conferences per year; and collaborates on a variety of projects such as the *Engaging Asia* study tour organized by the Lundquist College of Business (LCB), the *ChinaVine* educational website of the Center for Community Arts and Cultural Policy (CCACP), the *International Computer Ethics on the Pacific Rim* workshop run by Computer and Information Sciences (CIS), and the Xian Dai (Shanghai) architects exchange.

Undergraduate and Graduate Student Support. UO offers a wide range of scholarship support to undergraduates: merit-based grants such as Presidential Scholarships, General

TABLE 4: GRADUATE STUDENT FUNDING % Funded by Department	
Anthropology	100%
Art History	85%
Asian Studies.....	90%
EALL	100%
Geography	90%
History	95%
Political Science	95%

University Scholarships, Laurel Scholarships, and Dean’s Scholarships; need-based support such as STAMPS and McNair Scholarships; diversity-oriented awards such as Diversity Building Scholarships and Target of Opportunity Awards; and a tuition-reduction award under the Western

University Exchange (WUE). Chinese Flagship students receive a substantial Federal scholarship, as well as \$2000 per year in UO scholarship funds that are also offered to students in

the new Japanese Global Scholars program.

UO Graduate students are eligible for a variety of internal awards, including International Dissertation Fellowships, Doctoral Research Fellowships, CAPS Small Grants, and departmental fellowships. They compete as well for a prestigious external awards from the Fulbright Commission, SSRC, Japan Foundation, Blakemore Foundation, etc. Over the past eight years, UO's East Asia NRC has awarded nearly 120 AY and Summer FLAS Fellowships, covering all additional tuition.

Financial Support for Students Related to the Teaching Program. All graduate students in EA studies rely on Graduate Teaching Fellowships (GTFs). These GTFs lead language classes and discussion sections. As shown in Table 4, most students in departments connected to EA studies receive full funding, which is significantly higher than the UO average.

Criterion 2: Quality of Curriculum Design

A. Undergraduate and Graduate Programs. EA specializations are available to undergraduates in all 7 schools and colleges at UO, and include **27 bachelor degrees, 24 minors, and 4 certificate programs**. The majority of majors and minors are spread across 3 programs: Asian Studies, EALL, and International Studies. Table 5 offers an overview of the

Major/Minor	Credits	Language	Additional Requirements
Asian Studies Major	48	2 nd Year	8 credits outside regional focus
Asian Studies Minor	24	2 nd Year	What is Asia? course
Chinese Lang. Intensive Major	47	4 th Year	3 courses from 305-7 lit sequence
Chinese Cult. Intensive Major	47	3 rd Year	4 courses in lit, history, art, etc.
Chinese Flagship	38	OPI Sup.	One year Capstone; intern abroad
Chinese Minor	24	3 rd Year	2 courses from lit/ling sequence
Japanese Lang. Intensive Major	47	4 th Year	3 courses in 305-7 lit sequence
Japanese Cult. Intensive Major	47	3 rd Year	16 credits of lit, culture, linguistics
Japanese Minor	24	3 rd Year	2 courses from lit/ling sequence
Int'l Studies Major	52	3 rd Year	Study or Work abroad
Global Management Certificate	24	2 nd Year	Region or Thematic focus

major and minor requirements.

Asian Studies, the largest area studies major on campus (currently 46 majors, 10 minors), awards a major and

minor in 18 disciplines along different regional and thematic tracks. Majors can focus on China, Japan, or Korea, or they can select a thematic track, such as Religion, Film Studies, or Gender

and Sexuality. Distinct from the language-heavy EALL majors, Asian Studies maintains rigorous social science requirements that ensure the interdisciplinarity of the major, while requiring only 2 years of language study. **EALL** offers a full range of instruction in Chinese and Japanese language, literature, linguistics and media studies that leads toward the BA in Chinese or Japanese. In 2014, a new minor in Korean will be launched, building to an eventual major within EALL. EALL currently counts 181 undergraduate majors who choose either a language-intensive or a culture-intensive track. The 45 students enrolled in the Chinese Flagship content-based language program must complete at least 24 credits towards the Chinese major/minor and may major in an area of their choosing (see page 16). The 290 **International Studies** majors must complete work in three core blocks: the international core foundation, regional cultures and area studies, and professional concentration. The professional schools offer international concentrations, and many students minor in Asian Studies or EALL. Of all undergraduates who graduated in 2012 with a minor in Chinese or Japanese, 35% majored in Business Administration.

UO **graduate students** specializing in East Asia choose from **27 MA, 17 PhD, and 3 Certificates programs**. The interdisciplinary **MA in Asian Studies** requires completion of 3rd year language work, or its equivalent, and a minimum of 2 courses each in the Humanities, Social Sciences, and

History. Graduate students in **EALL** can pursue an MA or PhD in Chinese literature, Japanese studies,

TABLE 6: DEGREE REQUIREMENTS FOR EA MA/PHD STUDENTS			
MA/PhD	Credits	Language	Additional Requirements
AS M.A. (thesis opt.)	48	2 nd Year	8 credits outside region. focus
AS M.A. (non-thesis opt.)	56	3 rd Year	2 research papers; oral field exam
EALL: Ling. and Pedagogy MA	48	4 th Year	thesis, project, or comp. exam
EALL: Chinese Lit. MA	56		thesis or comp. exam
EALL: Japanese Lit. MA	56		thesis or comp. exam
EALL: Chinese Lit. PhD	36	pass exam	comp. exam, prospectus, dissertation
EALL: Japanese Studies PhD	36	pass exam	comp. exam, prospectus, dissertation
Int'l Studies MA (thesis opt.)	73	3 rd Year	12 credits internship/field research
Lang. Teaching Specialization	60		Final Master's Project

or East Asian Linguistics and Pedagogy (one of the very few programs in the nation that offers

coverage of all three languages). Undergraduate majors are required to select a specialization in literature, film, or linguistics. The interdisciplinary **MA degree in International Studies** is designed for students contemplating careers in international affairs, and requires international research or internship.

Anthropology, Art History, Geography, History, Linguistics, Political Science, Religious Studies, and the Clark Honors College all have strong East Asian undergraduate and/or graduate programs; and several other departments and programs, including Architecture, Arts and Administration, Cinema Studies, Fine and Applied Arts, Landscape Architecture, Law, Planning and Public Policy, and Sociology have faculty who regularly offer EA-focused courses.

All 6 **Professional Schools** at UO offer courses and/or special programs in EA Studies (see

TABLE 7: PROFESSIONAL SCHOOL CURRICULAR ACTIVITIES	
School	EA Program
Lundquist College of Business (LCB)	Engaging China MBA Seminar and Study Tour Global Management Undergraduate Certificate Sports Product Design (BA/BS, MS, MBA)
Architecture and Allied Arts (AAA)	Xian Dai Sustainable Design Architecture Program Sustainable Urban Design Exchange with Hong Kong U. Kyoto Landscape Architecture Program ChinaVine Folk Art Preservation Project
Education	Global and Online Education
Journalism/Law Joint Program	Mass Communication and Law in East Asia
Law	Intellectual Property in East Asia
Music	Transnational Culture in Modern Japanese Music

Table 7). These programs have not merely spurred new activities, but have also spawned new curricular offerings. The most

noteworthy infusion of EA content into Professional School programming can been seen in Architecture and Allied Arts (AAA) Xian Dai Sustainable Design Archicture program, an exchange program bringing 10 Chinese architects to the UO for 3 months each year, while sending 3-5 UO architecture students to intern in Shanghai. Another new development is the Sports Product Design program (BA/BS, MBA, MS), which is jointly administered by the Lundquist College of Business (LCB) and AAA.. This program parlays Oregon’s position as a global hub for the sports product industry by partnering with industry leaders headquartered in

Portland, including Nike, Adidas, Columbia Sportswear, and Keen. This new program will require all students to participate in experiential learning overseas. In this connection, CAPS is helping to develop preparatory coursework on the cultures, histories, and languages of East Asia. This coursework will build on programming originally produced for LCB's Engaging Asia program under a Title VIa BIE grant written and administered by CAPS from 2006-08. Now in its 9th year, the latter has become a signature feature of the MBA program.

B. Advising, Research Opportunities, and Study Abroad. Students receive a wide range

TABLE 8: ACADEMIC AND CAREER ADVISING FOR STUDENTS		
Unit	Advising Activities	Method of Delivery
Academic Advising...	Gen. Ed and Multicultural req.	Full-time professional advisors
	Workshops on selecting a major	Staff and Tenure-track Faculty
	Peer Advising (drop-in basis)	130 peers from 17 departments
All Departments	Major/minor req.	Faculty Undergrad Advisors
	Requirement Handbook	Departmental Websites
UO Career Center.....	Annual workshops on Int'l Jobs	Career Ctr Staff, Outside speakers
	Network through Mentor program.....	Outside professionals and alums
Int'l Affairs.....	Int'l Career Forum (full day event)....	Outside professionals w/int'l jobs

of advising
from the
Office of
Academic
Advising,

their Home Departments, the Career Center, and OIA (see Table 8). In conjunction with OIA, the **UO Career Center** provides several resources aimed at students considering international careers, including: links to over 20 online associations/databases; regular opportunities to meet global professionals with experience in the nonprofit, public, business, and communication fields; networking opportunities; and workshops on skill-set building and resume writing.

Research and Study Abroad Opportunities. In keeping with its institutional mission of “international awareness and understanding,” UO offers 26 AY and summer study abroad opportunities in EA through UO exchange programs, OUS programs, or programs administered by CIEE or SIT. UO also sponsors special, short-term programs, including the

TABLE 9: STUDY ABROAD STATISTICS <i>Student Enrollments in UO Programs in East Asia</i>			
Country	2010-11	2011-12	2012-13
China	45	51	77
Japan	78	42	55
Korea	10	8	19
Taiwan/Hong Kong	4	9	9
Total	137	110	160

annual 5-week Kyoto Landscape Architecture Summer Program, which has over 30 years of history at the UO, and the 2-month Summer Intensive Program at Harbin Institute of Technology. In addition to study abroad, UO offers overseas internships through the **International Education, Experience, and Employment (IE₃) Global Internship Program** and through the **Flagship Qingdao Center**. IE₃ coordinates approximately 150 internship programs in 50 countries, including China, Japan, and Taiwan, with placements in business, tourism, teaching, etc. Over the past 4 years, IE₃ has placed 15 UO students in EA internships, ranging from the Run for the Cure Foundation and Peace Boat in Japan to Jinqiao Schools in China. Students at the Qingdao Center have worked at companies such as the Zhuoran Law, Nanhai Oil Trust & Trading Co., and Hunan TV International Channel. CAPS is able to assist students with their internship expenses through a generous grant from the **Freeman Foundation**; and OIA offers assistance with international research fellowships, such as Fulbright. Finally, UO sponsors strategic follow-up, including an annual **International Projects Fair**, which has showcased the academic projects of roughly 15 study abroad returnees each year for the past five years.

The programs sponsored by UO provide close faculty supervision, including resident directorships. The **UO Study Abroad Programs Committee** reviews and approves all sponsored programs for academic quality, safety, supervision, and credit. To assist prospective students, OIA staff members make informational classroom visits, offer in-office advising, organize study abroad fairs, and later work with faculty advisors and the Registrar to ascertain proper transfer of academic credits for study abroad courses.

In addition to promoting the extensive suite of study abroad options developed and managed by the UO (including those produced by AHA International), our campus also facilitates student

access to a wide range of non-UO programs, including programs offered by third party providers such as CIEE and SIT, as well as programs managed by other universities. The range of options and partners can be reviewed on the Study Abroad website.

Targeted Improvements. The creation of a new undergraduate concentration on Korea in the Asian Studies Program, as well as the implementation of a Korean minor in EALL from Fall 2014, raises the prospect of introducing a Korean major in EALL within the next 5 years. EALL expects to conduct a search in 2015-16 in Korean Literature, creating a tenure-stream cohort of 3 faculty capable of launching the new major. With respect to the “transnational” theme of this proposal, faculty in CAS and in the professional schools are committed to adding new transnational EA content to courses (see Tables 14 and 15). Finally, enhancement of the newly introduced EA Linguistics and Pedagogy program is a high priority.

Criterion 3. Quality of Non-Language Instructional Program

A. Quality of Course Offerings. Non-language instruction in EA studies is offered by 46 core faculty members in 20 departments, most prominently in CAS. Table 10 shows the breadth of coursework with 100% EA content.

Professional School Offerings. Interest in East Asia continues to grow in the professional schools. **Architecture and Allied Arts (AAA)** boasts the most extensive list of course offerings. Between them, the Departments of Architecture, Landscape Architecture, Fine and Applied Arts, Arts and Administration, and Planning, Public Policy and Management offer 12 EA courses, several of which are directly linked to overseas teaching partnerships and/or faculty-led overseas programs (see Table 7). The **School**

TABLE 10: BREADTH OF AREA COURSES OFFERED ANNUALLY <i>100% East Asia Content</i>		
Discipline	UG	G
Anthropology	2	2
Architecture	3	3
Art History	10	6
Asian Studies	2	2
Business	3	2
Comp. Lit.	3	2
Geography	4	4
History	14	9
Honors College	2	-
Ling. & Pedagogy	10	8
Literature & Culture	28	20
Political Science	3	2
Rel. Studies/Phil.	5	1
Sociology	2	3
TOTAL	91	64

of Music has similarly developed targeted coursework built on partnerships with the Beijing Conservatory and the Dance Department of Hanyang University in Korea, among others. It has also launched new courses on EA ethnomusicology in the past four years, including Music in Japan, and modules on EA in Music in World Cultures (China) and Popular Music in a Global Context (J-Pop and K-Pop).

With the help of Professor Eric Priest, the **Law School** has added Intellectual Property Law

TABLE 11: DEPTH OF SPECIALIZED COURSE COVERAGE <i>Average # of 100% East Asia Courses by Level</i>				
Dept.	100/200	300	400/500	600
Art History	3	3	5	1
Chinese Lit./Film	4	3	6	3
EA Linguistics	2	2	4	2
Geography	1	2	3	1
History	5	3	7	2
Japanese Lit./Film	3	4	5	2
Korean Lit./Film	1	3	1	-
Political Science	-	2	2	2
Rel. Studies/Phil.	2	2	1	-

in China to the range of coursework. Dr. Priest has also initiated an interdisciplinary project on intellectual property law and the Internet in China and Korea with Dr. Kyu Ho Youm, a First Amendment scholar and specialist in mass communications and law with a joint appointment

in Law and Journalism. Finally, the **College of Education (COE)** has added EA content to its curriculum under the direction of Professor Yong Zhao, whose online education initiative extends to China.

B. Depth of East Asia Course Coverage. Table 11 illustrates the graduated program of instruction across the East Asia curriculum at UO, with 9 departments offering courses from the lower division through the graduate level. Our 100-200 level courses, which average 21/year, are heavily enrolled introductory survey courses, such as the 100-level sequence in History (see Course List). At the 300 level, the number of EA courses climbs to 24/year; and at the upper division/graduate 400-500 level, where graduate students attend lectures with undergrads and then break out into faculty-led discussion sections, it climbs again to 34/year. All core departments also offer a range of 600 level grad seminars and colloquia annually. Of special

curricular note is the introduction of new courses with transnational EA content, including Pan-Asianism (EALL), Colonialism (HIST), and Asian Political Economy (PS).

C. Interdisciplinary Courses. East Asian studies at UO boast significant interdisciplinary strength. On average, **50 undergraduate and 25 graduate courses are cross-listed every year.** Asian Studies, as an area studies program that requires majors, minors, and MA candidates to work across disciplines, actively promotes disciplinary cross-fertilization by cross listing EA courses and offering interdisciplinary undergraduate and graduate core courses: namely, “What is Asia?” (AS 350) and “Critical Approaches to Asian Studies” (AS 611).

D. Numbers of Non-Language Faculty. Of the 46 core faculty members who commit 25%+ of their teaching and research time to East Asia, 26 are tenure-stream faculty with a 100% commitment. Two more faculty commit 85%+, another 7 commit 50%+, and 10 commit at least 25% of their time. Table 12 shows the distribution by department, and does not include the active emeritus faculty, who also teach in the program.

Pedagogical Training for Instructional Assistants.

Individual departments handle GTF training according to their specific needs, but all departments require new GTFs to participate in intensive orientation sessions the week before Fall classes begin. All departments provide in-house training; and most rely heavily on UO’s Teaching Effectiveness Program (TEP), with its impressive range of teacher training workshops. Over a dozen workshops are offered each term, including the Teaching for the First Time workshop, offered 4 times per year. TEP also offers class

Department	#	EA%
Anthropology	1	100
Architecture	4	25
	1	50
Art	1	25
Arts & Admin.	2	25
Art History	3	100
Business	1	50
Comp Lit	1	100
East Asia Lang. & Lit.	14	100
English	1	50
Geography	2	90
History	4	100
Honors College	1	100
	1	50
Journalism	1	25
Law	1	50
Linguistics	1	25
Plan. & Public Policy	1	50
Political Science	1	85
	1	100
Religious Studies	1	100
Sociology	1	50
Theater Arts	1	25
Total	46	

videotaping and observation services, with follow-up consultations (see Table 13). GTFs responsible for language courses or discussion sections receive special training from supervising

TABLE 13: PEDAGOGY TRAINING PROVIDED TO INSTRUCTIONAL ASSISTANTS (GTFs)
Teaching Effectiveness Program (TEP) Workshops
Teaching for the First Time: <i>expectations, before class, first day, participation and discussion, group work, presentations, assignments, assessment, technology, resources</i>
Teaching with Technology: <i>Powerpoint, Blackboard, managing online discussions.</i>
Improving Lectures: <i>enriching discussions with technology, presentation and facilitation techniques</i>
Effective Assessment: <i>learning goals and objectives, using student, feedback, rubric samples, tests and grading, online assessment, team learning</i>
Tools for Assessment: <i>web-based assessment, Classroom Assessment Techniques (CAT), electronic portfolios</i>
Teaching with Multimedia: <i>incorporating multimedia into teaching, understanding digital images</i>
Tools to Support Student Writing: <i>generating engaging online discussions, managing groups, using MS Word for more effective feedback</i>
Teaching to Diversity: <i>welcoming students, teaching controversial issues, class management, strategies for inclusive teaching</i>
Large Class teaching: <i>learning outcomes, engaging students, classroom management, effective presentations, assessment</i>

faculty members, who monitor discussion sections, conduct teaching observations, and provide feedback on teaching skills. At the end of each term, students also formally evaluate GTFs.

Targeted Improvements. Our highest priority for the enhancement of Non-Language Teaching is

border-crossing, transnational East Asia courses. In this connection, we propose to offer course development funding to faculty from Art History, EALL, History, and Political Science, among others, for the design of new curricular modules, which will add transnational EA content for a total of 12 new courses (see Table 14 for sample titles).

A second key goal is to infuse EA content into specific professional school courses that have high enrollments, yet lack a significant EA component. We are working with the Deans in the College of Business and the School of Architecture and Allied Arts to identify the courses most in need of infusion (see Table 15 for sample titles).

TABLE 14: TRANSNATIONAL EAST ASIA COURSES
Course Title, Faculty Member, and Department
War and Peace in East Asia (<i>Vu, POLI SCI</i>)
Japanese Popular Culture in Asia (<i>Freedman, EALL</i>)
Opium: A Global History (<i>Goodman, HIST</i>)
Phonetics of Chinese, Japanese and Korean (<i>Idemaru, EALL</i>)
East Asian Buddhist Calligraphy (<i>Walley, Art History</i>)
East Asian Conversation Analysis (<i>Brown, EALL</i>)
East Asian Maritime World and Cultural Exchange (<i>Goble, HIST</i>)

In addition, we will help to seed a new career instructorship in Korean/EA Media Studies that will help us to further strengthen Korean Studies and to draw the School of Journalism and

TABLE 15: EA-INFUSED PROFESSIONAL SCHOOL COURSES	
Department	Course Title
AAA 199	Sustainable Cities
PPPM 205	Intro to City Planning
LA 260	Understanding Landscapes
PPPM 407/507	Water and the Urban Environment
ARCH 436/536	Theory of Urban Design
ARCH 430/530	Architectural Context: Place & Culture
MKTG 608	International Consumer Behavior
SBUS 608	International Sports Product

Communications more squarely into the orbit of EA Studies. Finally, we will assist TEP and CASLS with an EA Cross Cultural Communication Workshop designed to help faculty rise to the pedagogical challenges posed by our increasing

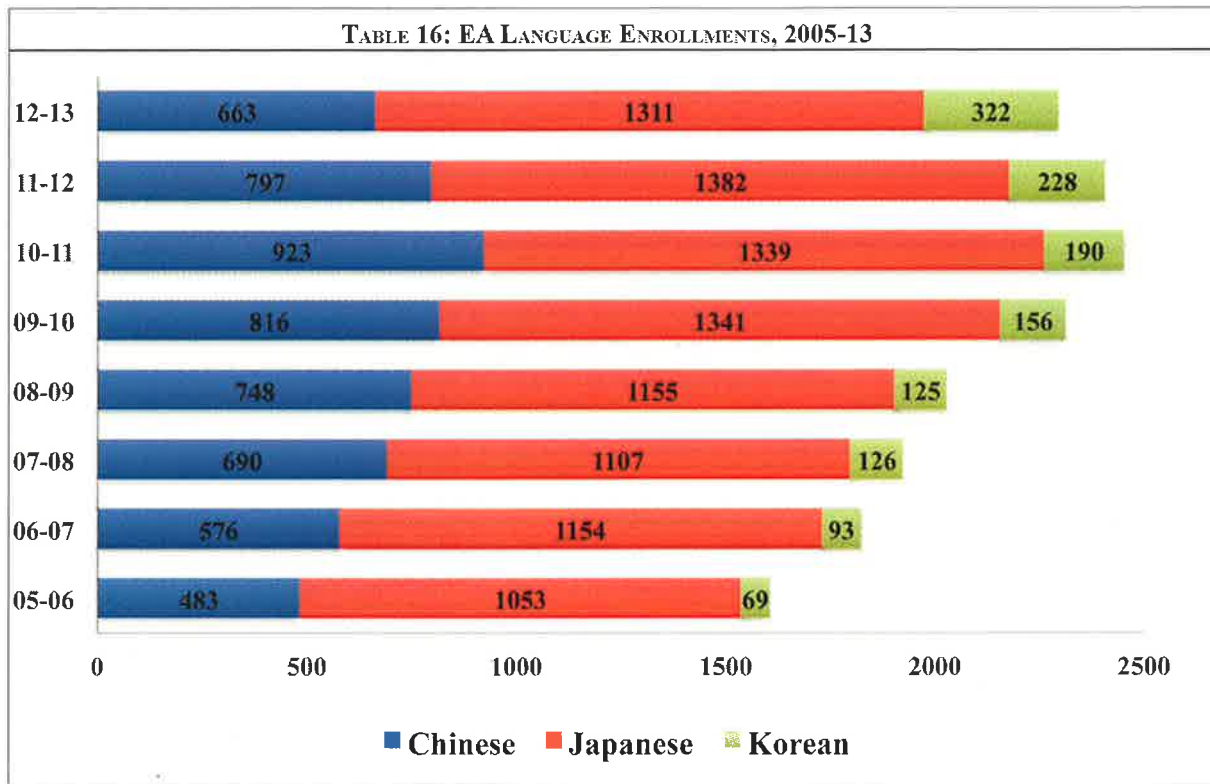
numbers of EA international students.

Criterion 4: Quality of Language Instructional Program

A1. Range of Language Instruction. UO offers Chinese (4 basic levels, 2 accelerated levels, and 2 Flagship levels), Japanese (5 levels), and Korean (4 levels). Summer intensive programs (meeting 20 hrs/week) are offered in levels 1-3 of both Chinese and Japanese, as well as first year Korean. Currently, there are 181 majors in EALL (112 Japanese; 69 Chinese), as well as 26 graduate students (12 MA and 14 PhD). Our steadily rising enrollments in Korean language courses suggest that the Korean minor that goes into effect Fall 2014 will draw well.

A2. Language Enrollments. Table 16 shows the dramatic improvements in Korean (106%) over the last 4 years. Chinese and Japanese enrollments hold steady with very strong numbers.

B1. Levels of Language Training. In addition to the regular language curriculum, which serves novice to intermediate-high learners in all three target languages through the 4th year, the Chinese Flagship and Japanese Global Scholars programs offer advanced-superior content-based language instruction to enable students to achieve professional-level proficiency (for curriculum details see Table 5; for courses see Table 18). “With the recently added Chinese Flagship Language Program (2005) and the Japanese Global Scholars program (2010),” according to our NRC evaluators in 2012, “UO becomes an undisputed national leader in content-based advanced language instruction in major East Asian languages.”



B2. Content-based Courses Offered in Target Languages. Under the innovative content-based Chinese Flagship model, qualified students take regular college classes with lectures, readings, and assignments conducted entirely in Chinese. Concurrent to their enrollment in content courses, students take “Language Strategies” classes that focus on the particular vocabulary and discourse required by the content classes. The program is supplemented by Chinese-language clinics, which offer one-on-one language instruction. In addition, the program has a residential component for first year students, who can reside on the Chinese Flagship Floor of the Global Scholars Residence Hall.

Each Flagship student is free to choose his/her own major, but all commit to two learning outcome objectives: superior-level proficiency and superior cross-cultural skills. After completing the content-based Flagship sequence of courses, students spend a “capstone” year abroad at either Nanjing University or Tianjin Normal University, where they take advanced

coursework in Chinese related to their majors. While abroad, they also perform an internship in the career field of their choice.

For students who do not have the proficiency to attend the “capstone” year abroad or who do not meet the minimum Flagship language requirements, UO has helped develop an intensive, eight-week summer language program at Harbin Institute of Technology in China. This program is open to regular UO students, UO Chinese Flagship students, and Chinese Flagship students from other institutions. Participants may have as little as one year of college-level Chinese

TABLE 17:
LANGUAGE ENROLLMENT DETAILS

Chinese	09-10	10-11	11-12	12-13
1st YR	281	311	285	245
2nd YR	231	229	176	142
3rd YR	146	198	169	151
4th YR	54	81	51	51
5th YR	104	104	116	74
Total	816	923	797	663
Japanese	09-10	10-11	11-12	12-13
1st YR	574	508	553	514
2nd YR	366	435	429	389
3rd YR	254	235	265	228
4th YR	105	119	70	134
5th YR	42	42	65	46
Total	1341	1339	1382	1311
Korean	09-10	10-11	11-12	12-13
1st YR	96	121	153	196
2nd YR	44	51	44	86
3rd YR	16	18	28	26
4th YR	0	0	3	14
Total	156	190	228	322

language (or the equivalent) or be advanced

Chinese language speakers. This program

offers students the opportunity to rapidly

increase their language proficiency in Mandarin

and complete one full year of Chinese language

credits.

The Japanese Global Scholars (JGS)

program is modeled on the content-based

learning system pioneered by the Oregon

Chinese Flagship Program. Armed with a seed

grant from the Japan Foundation in 2009,

CAPS and CASLS partnered with Japanese

linguists from UO and CSU Long Beach to measure the proficiency levels of students in K-12

Japanese immersion programs in Oregon, Alaska, and California. This data, along with language

assessments of UO students in 4th-5th year Japanese, was used to help UO language instructors to

begin creating a content-based curriculum. As well, pilot courses in EALL and History were

introduced to test different course designs. In 2010, the Japan Foundation awarded CASLS a 3-year grant to launch JGS as a full-scale program.

The JGS program provides students with content-based language learning in stand-alone courses. As with the Chinese Flagship program, JGS students are offered an international dorm experience in the Global Scholars Hall as well as a junior year abroad opportunity at Meiji

TABLE 18:
SAMPLE CONTENT COURSES DELIVERED
ENTIRELY IN CHINESE OR JAPANESE

Dept.	Course Title
JPN 407	Seminar: Japanese Architecture
JPN 407	Seminar: Psychology
JPN 410	Cinema Studies
PSY 399	Psychology of the East
J 199	Mass Media and Society in China
ENG 399	Chinese Contemporary Cinema
HPHY 101	Exercise as Medicine
FLR 250	Intro to the World of Folklore
PPPM 199	Sustainable Urban Development in China
LING 295	Language Cultures and Society
PHYS 162	Solar and Renewable Energy

University in Tokyo. The Meiji program provides a total immersion experience, in which students do coursework exclusively in Japanese from their choice of disciplines. In the senior year, as their capstone project, JGS students must complete a substantial research paper in Japanese. The ultimate goal is to graduate students with Advanced-Mid level Japanese proficiency and the skills to become global professionals.

C1. Faculty. The UO employs 16 full-time language-teaching faculty at the level of instructor and above (see Table 19). Supplementary instruction has been provided by East China

TABLE 19:
EALL LANGUAGE TEACHING FACULTY

	Chinese	Japanese	Korean
Tenure-stream	1	1	1
Instructors	5	6	2
GTFs	9	9	3
Total	15	16	6

Normal University, the institutional partner of UO's CI, for two accelerated CHN language courses (CHN 199 and 399).

The language-teaching faculty includes a newly added tenure-stream position in Korean linguistics. The new position serves two important needs: supervision of the growing Korean language program and participation in the new East Asian Linguistics and Pedagogy program. The latter program, which places UO in the company

of UCLA, Ohio State, and Hawai'i, offers distinctive cross-linguistic coursework related to the three target languages. The three faculty in charge (Jing-Schmidt in Chinese, Idemaru in Japanese, and Brown in Korean) have created an undergraduate and graduate curriculum in linguistics and language pedagogy that cuts across national and language boundaries. They have introduced a Linguistics-Intensive Option for BAs within the existing JPN and CHN majors that will go into effect in Fall 2014, and they are in the process of developing a cross-linguistic and pedagogy undergraduate major. Among other things, this program addresses the nationwide need for cross-trained EA language professionals.

C2. Pedagogy Training. Pedagogy training is a vital part of professional development in EALL. By summer 2012, every instructor in all three languages had received Oral Proficiency Interview (OPI) Tester training through intensive one-week language specific workshops held at UO. Following the OPI workshops, two instructors chose to continue their training, earning ACTFL OPI certification. The language instructors themselves also conduct internal trainings for GTFs that bring together graduate student teachers from EALL, the EA Linguistics and Pedagogy Masters Program, and the Language Teaching Specialization (LTS) Program in the Linguistics Department. These internal trainings include a week-long required teacher-training workshop for GTFs that takes place prior to classes each fall term and weekly language-specific pedagogy meetings through the academic year.

In addition, each of the three EA language programs has its own distinct training priorities. The Chinese program holds an annual curriculum development workshop designed to promote cohesion among levels; the Japanese program has participated in the ACTFL Writing Proficiency Guidelines Familiarization Workshop organized by the University of Washington in order to hone the writing element of the curriculum; and the Korean program helped to maximize the

impact of our 2012 Korean OPI workshop, by reaching out to other Korean programs in the U.S., inviting instructors from PSU, U Mass, and UW to participate free of charge.

All language instructors attended two workshops on student self-assessment in 2012 and 2013. There, they learned how to use LinguaFolio, an electronic portfolio system adapted from the European Language Portfolio for the needs of American students. Following these workshops, the Korean program conducted a pilot study on using “can do statements” as a self-assessment tool in Korean 101—the results of which they shared with all EA language instructors. These workshops, along with other assessment efforts, such as sample OPI and annual online assessment enhance the performance-based instruction of our language program.

D1. Performance-based Instruction. The goal of our EA language program is to enable students with 4 years of study to achieve Intermediate-High proficiency based on ACTFL Guidelines. In order to reach these objectives, proficiency-based methods are used in teaching. Real world tasks and authentic materials are used to simulate real-world interactions in everyday teaching and assessment. An example of these real-world interactions can be found in “Japanese Business Culture and Language” (JPN455). The curriculum helps students learn to write business letters and communicate appropriately in Japanese business settings. Students go on to visit Japanese companies in the Portland area and conduct job shadows with Japanese professionals. This proficiency-based approach is continued at the advanced level with Flagship and Global Scholars. We use the Computerized Assessment of Proficiency (CAP), a proficiency test developed by our LRC, CASLS, each year to measure whether or not students are reaching our proficiency goals. Analysis of the last 4 years of CAP tests shows that students went from low proficiency to ACTFL Intermediate-High. (See D3 for more details)

D2. Language Teaching Resources. UO provides ample support for language teaching and

learning. This is provided by several units, including EALL, the Yamada Language Center (YLC), CASLS, the CI, CAPS, JSMA, and the Mills International Center (see Table 20) In cooperation with CASLS, YLC hosts ANVILL (A National Virtual Language Lab), a modern, web-based course management system and speech-based toolbox for teachers to create media-rich lessons through audio, video, and image task templates. ANVILL is used by several UO EA language teachers, as well as 420 K-12 and college teachers across the U.S. Its Message Boards allow teachers to conduct discussions with students using multilingual text, audio and video. With the support of the Library, CAS, and the Committee on Academic Infrastructure, YLC also spearheaded the Steelcase-UO Learn Lab initiative is transforming language classrooms by enhancing technology and replacing rows of desks with tables designed to promote group work, among other things. For its part, CAPS has created a database of videotaped lectures in our target languages by visiting scholars and others for use as a free resource in advanced content-based language instruction. The pilot lecture on hotel management by a Chinese visiting scholar in Geography, which was recorded in Spring 2014, includes a PPT presentation, a brief summary of the content, a list of terms, and discussion questions.

D3. Proficiency Requirements & Assessment: The proficiency goal for students following 4 years of language instruction at UO is Intermediate-High. In the cases of the Chinese Flagship and Japanese Global Scholars Programs, 75% of students are expected to achieve Superior proficiency by graduation. We measure our students' linguistic and cultural competence using the following assessment tools: 1) Formative Assessments, including a daily five-minute "show-and-tell" speech, weekly quizzes, and teacher observation; 2) Self-Assessment, using LinguaFolio Online, an electronic portfolio system, as well as "can do" statements that promote learner autonomy; and 3) Summative Assessments such as final exams, final oral performances

and OPI. In addition, all students in the Chinese and Japanese programs are required to take an annual Computerized Assessment of Proficiency (CAP) in reading and listening. The Research Director of CASLS analyzes the data collected from the CAP tests and conveys the results to our language instructors to help them identify potential curricular and instructional improvements.

<p style="text-align: center;">TABLE 20: EAST ASIA LANGUAGE TEACHING RESOURCES AT THE UO</p>		
UNIT	ROLE	TYPES OF SUPPORT PROVIDED
EALL	Provide performance-based language instruction	Novice low to superior level instruction; Content-based language classes at advanced level for CHN and JPN; CHN Flagship/Japanese Global Scholars Program
YLC	Provide technology tools and support for language learning/teaching	ANVILL (A National Virtual Language Lab); Foreign language exchange site; State of the Art Language Lab; Active Learning Spaces classroom transformation
CASLS	Provide nationally recognized assessment tools and curriculum support	CAP (Computerized Assessment of Proficiency); LinguaFolio Online; Online content courses in Chinese
UO Library	EA collection	See Section 5
Confucius Institute	Provide material and teaching resources for CHN language/culture teaching and learning	Teaching staff support; material support; scholarships for study abroad; cultural events
CAPS	Bridge variety resources on campus and provide content support to units on campus	The bridge between language instruction and content instruction and between professional schools and EA studies; advocate to upper administration for EA studies; videotaped lectures in CHN/JPN/KRN to support content-based language instruction; CAPS staff serve on master thesis committees
JSMA	Provide EA art pieces for content-based language learning	EA exhibitions, programs, staff expertise and gallery guides in EA languages.
Mills Int'l Center	Provide space, guidance, information and programing for language and culture learning.	Weekly language circles and coffee hours for language learners to meet native speakers to practice conversational skills

Targeted Improvements. The most pivotal improvement planned relates to language classroom renovations that CAS has agreed to make, transforming them into “active learning spaces.” In exchange for new furniture (tables vs. desks) and new technologies (flat screens, computers, document cameras, etc., all controlled by a Crestron box) that CAS will provide, we

propose to offer training workshops for language instructors on dialog and group work, use of student-size whiteboards, and other pioneering techniques. In addition, CASLS will introduce a “mobile classroom” pilot program, with iPads provided by CAS, which will offer hands-on real world examples for language instruction.

Other targeted enhancements include: 1) funding for an ACTFL Writing Proficiency Guidelines Familiarization workshop for our EA instructors; 2) development of a Korean language placement test; 3) creation of a digital database of recorded lectures and supporting materials—on everything from language learning to business management—for use in content-based language instruction; and 4) an annual workshop conducted by the Research team in CASLS to analyze and explain the result of CAP tests to EA language instructors.

Criterion 5: Strength of Library

A-1. The Collection. The Asian Collection, established in the 1960s, and housed in a separate section of UO’s Knight Library, ranks among the top East Asian Libraries in North America. In addition to the bound holdings (Table 21), the Collection maintains current subscriptions to over 115 Chinese, 90 Japanese, and 19 Korean journals. It also boasts a wide array of East Asian electronic databases that support

TABLE 21:	
EAST ASIA HOLDINGS	
<i>Bound Volumes</i>	
Chinese Volumes.....	62,218
Japanese Volumes.....	47,410
Korean Volumes.....	1,773
Total	111,401

East Asian research needs, including the Bibliography of Asian Studies, Magazines Plus (Japanese article citations), JapanKnowledge, CHANT (Chinese Ancient Texts), Chinese Academic Journals, the Chinese Master Theses and Doctoral Dissertations databases, and e-Korea. In addition, the UO has a growing Asian cinema collection, with over 1,600 videotapes and DVDs. Since 2012, the UO has been the recipient of a large number of Korean books and audio-visual resources through the Korea Foundation’s Reference Materials Distribution

Program. Finally, the library has been generous in providing supplementary funding for purchases of important multi-volume sets, such as the 68-volume collection of Jiangsu gazetteers, *The Complete Collection of Chinese Buddhist Woodblock Prints*, and *Kibi Dango* and *The Graphic*, two important Meiji era periodicals.

Beyond the Asian Collection itself, the UO's Knight Library and its 7 branches hold over 60,000 titles on East Asia in Western languages, including most major monographs published by university and commercial presses from North America and Europe. The Architecture and Allied Arts Library contains a 60,000 image East Asian slide collection along with 23,000 more digitized images as well as several thousand image-laden East Asian art books, of which over 1,200 are in the Chinese, Japanese or Korean vernacular. The library also subscribes to Artstor and Catalog of Art Museums Images Online (CAMIO), which together offer access to 110,000 digitized East Asian art images. The library's Special Collections section holds a number of unique resources: the Chinese Missionary Papers (50 separate collections), the Hugh Baillie Papers on Occupied Japan, the Gertrude Bass Warner Photographs (including digitized Japanese lantern slides), and the Ainu ethnographic collection.

One unique element of the collection is the e-Asia project (<http://e-asia.uoregon.edu>) pioneered by East Asian Bibliographer Robert Felsing, which places Asia-related books, articles, maps, video, and images in electronic format on the web. e-Asia currently holds over 4,500 e-books, many of which can be read on computers as well as portable electronic devices

A-2. Institutional Support. The total East Asian language collections budget for fiscal year 2013 was \$72,483. Notably, this figure does **not** include funding for Western language materials in East Asian studies, which are purchased from discipline-based budget lines. Institutional staffing support for the Asian Collection is projected to exceed \$305,000 for 2014. The staff

includes a Japanese Studies Librarian, a Chinese Studies Subject Specialist, a full-time Chinese cataloger, a half-time Japanese cataloger, and two part-time Korean catalogers. Staffing support is received from library departments, but especially the library's Systems Department, which bears primary responsibility for UO's digital capacity in the Chinese, Japanese, and Korean languages.

B. Cooperative Arrangements and Accessibility. The library has actively supported national activities and provides its professional staff with the time and resources necessary to perform duties and projects associated with the Council on East Asian Libraries. The North American union database of non-print Chinese Newspapers is maintained at the UO Library.

The UO Library belongs to the Orbis-Cascade Alliance of 37 libraries. As a member, the UO provides faculty and students with access to Summit, an academic union catalog that offers rapid and ready access to 9.2 million titles (28.7 million total volumes) held in the Northwest, including the University of Washington, the region's only other AAU university. UO is both a longstanding member of the Center for Research Libraries (CRL) and a member of the Greater Western Library Alliance (GWLA). UO also participates in OCLC's WorldCat Resource Sharing (WCRS) and in the Global Inter-Library Loan Framework (GIF), which covers institutions in Japan outside the OCLC network and maintains a separate loan agreement with Waseda University. Finally, the library belongs to the Pacific Rim Digital Library Alliance (PRDLA), an association of major libraries in East Asia, Oceania, and on the West Coast of the U.S. that work together to secure the future of digital library resource sharing.

Targeted Improvements. The Asian Collection at UO is a major resource for students, faculty and independent scholars, and our main objective is to further develop and enhance the collection to support research and instruction. While collection development is one continuing

goal, connectivity beyond the confines of the library's physical spaces is also a major focus. Accordingly, we are placing our primary emphasis on filling gaps in the print collection, digitization, database subscriptions, and interlibrary loan agreements. Our 3 major goals for development are: 1) to digitize key elements of the East Asian Special Collections in collaboration with the Library's Digital Scholarship Center and, in particular, the Gertrude Bass Warner collection from the turn of the 20th century, which includes lantern slides, photographs, travel guides, votive slips, and other historical materials along with Ms. Warner's personal and professional papers; 2) to continue to make additions to the basic research collection, with an emphasis on multi-volume reprint sets of historically important journals, newspapers and collected literary works; and 3) to fund subscription-based online resources, including newspaper archives such as the Mainichi Shinbun database, *Maisaku* (Japanese), *Dacheng Journals* (a database of over 6,000 Chinese journals published before 1949), the CNKI databases (Chinese), Apabi Digital Library (Chinese e-book and reference database), and the Chinese local gazetteers database—as well as the following Korean electronic databases: EncyKorea (Korean Cultural Heritage Encyclopedia), DBPia, and KRPia (for Korean Studies generally), and Kdatabase.

Criterion 6: Quality of Staff Resources

A1. Faculty and Staff Qualifications. East Asian studies is the strongest area studies concentration on campus by almost every measure—faculty numbers, student enrollments, majors. Of our 46 tenure-stream faculty members, spanning 20 departments, 32 are tenured and 14 are tenure-track (see Table 12). This faculty expertise is enhanced by 12 professional instructors, 2 active emeriti, and 4 professional staffers with curricular responsibilities. New to the EA studies scene are faculty and staff with different linkages to EA, such as Nancy Chen (Architecture) and her Xian Dai Architecture Program in Sustainable Design, Nico Larco and his

Sustainable Cities Initiative China Partnership, and the UO Teaching Effectiveness Program team working with the G-30 global education program at Nagoya University.

The East Asian studies faculty publishes extensively (see Faculty Bios). The 20 books they have produced recently have been released by major university presses such as Duke, Stanford, Cambridge, University of Hawaii, and Palgrave Macmillan. Our faculty have also produced a number of edited volumes, and have contributed papers to many others. They regularly contribute articles to major journals, including the *Journal of Asian Studies*, *China Quarterly*, *Japan Studies* and the *Korean Journal of International Studies*. Several faculty have published Chinese, Japanese, and other translations of their monographs; others have produced fiber, ceramic, and digital art; and still others have produced gardens and urban plans in and for East Asia itself.

Over the past 5 years, EA faculty members have received over \$16 million in external grants, from agencies such as the Department of State, SSRC, NSF, and ACLS. Several have also received fellowships, awards, and distinctions from Fulbright, Japan Foundation, NEH, the East-West Center, and the Stanford Humanities Center, among others. The national and international profile of the East Asia faculty is also clearly evidenced by their membership on executive and editorial boards, such as Academia Sinica, Review of Japanese Culture and Society, Chinese Academy of Social Sciences, and the Association for Asian Studies,

A2. Professional Development Opportunities for Faculty and Staff. EA studies faculty at UO enjoy a variety of opportunities for professional development, including resident directorships in UO study abroad programs, research travel grants funded by the UO's Global Oregon program and the Office of Research, OHC and CSWS Resident and Research Fellowships, CAS program grants, the Yoko McClain Faculty Development Fund (EALL), the

Brush and Endeavour Research grants (History), and small research grants from CAPS. . On top of their faculty academic support accounts, ranging from \$1-4000 per year, core EA faculty members have received \$253,500 in additional internal funding to support individual research over the past 4 years--with 22 named as Research Fellows of the Oregon Humanities Center (OHC), 5 as Center for the Study of Women in Society Fellows, and 11 as Summer Research Award Fellows.

A3. Teaching, Supervision, and Advising. East Asian faculty members teach 4-5 courses per year and dedicate considerable time to advising and mentoring. They keep regular office hours for student consultation and, as a matter of course, supervise independent readings courses, honors theses, and informal reading groups. Their charge as mentors also includes the creation of professional opportunities, such as research presentations at regional meetings (e.g., ASPAC and WCAAS) and summer language institutes. The core faculty has advised roughly **258 PhD, MA, and Senior theses over the past 5 years.**

B1. Center Oversight. Similar to CAPS, the East Asia NRC within CAPS will appoint a widely-constituted advisory board. The board will consist of the Director of CAPS, the Director of Asian Studies, the Department Chair of East Asian Languages and Literatures, the Vice Provost for International Affairs, two faculty representatives from CAS (one each from the language and non-language groups of the core faculty), one faculty representative from the professional schools, and an East Asian bibliographer.

B2. Center Staff. The CAPS staff brings a wealth of experience to the job. Since its inception in the late 1980s, **CAPS has administered 74 grants** totaling over \$8.4 million (see Table 2 on page 3) and has forged a collaborative relationship with numerous academic partners on campus, including CASLS, JSMA, LCB, AAA, OHC, CSWS, and the Library. The staff is

adept at conference and speaker series planning, hosting visiting scholars, and public outreach (see Table 22).

The **Director of CAPS**, Dr. Jeffrey E. Hanes, has held the position for the past 11 years. During this time, he has been involved in administering current grants, developing new academic initiatives, and writing 9 major grant applications. He is a tenured member of the Department of History and has published extensively in the field of modern Japanese history. He serves on numerous internal and external boards and committees, extending from the Graduate Committee of the Department of History to the International Advisory Board of the Osaka Urban Research Plaza and on to the Leadership Council of the art museum (JSMA). The **Associate Director of CAPS**, Lori O'Hollaren, holds an MA in Latin American Studies from Vanderbilt and has managed over 55 federal and private grants during her 18 years at CAPS. She has also been the primary coordinator of over 30 major international academic conferences and hundreds of outreach events. She has managed CAPS faculty and student funding programs, including the announcement, distribution, and reporting of over 140 FLAS awards. Outside of CAPS, she has served on UO committees within CASLS, JSMA, AAA, LCB, OIA, and the Office of the Provost. Yifang Zhang, the **East Asia Outreach Coordinator**, holds an MA in Japanese Language Pedagogy from UO, is fluent in Chinese, Japanese and English, and has taught both Japanese and Chinese at the university level. Her position was originally created by the President's office to promote communication and collaboration among the growing number of programs in EA Studies across campus. She works on projects for OIA, CAPS, CASLS, and the CI. Steve Crowe, our **Technical Specialist**, has been at UO since 1986 and is highly experienced and adept at grant accounting procedures. Additional direct administrative support comes from **EALL** staff (2.0 FTE), the **Asian Studies Program staff** (.80 FTE, plus one GTF), the **Chinese**

Flagship Program Coordinator (1.0 FTE), **JSMA Educators** (.50 FTE) and **Global Studies Institute staff** (4.5 FTE).

CAPS enjoys supplementary staffing through its various collaborations: with **CASLS** on linguistic projects, with **JSMA** on K-12 educational outreach, and with **OIA** on student exchange. Over the past 5 years, CAPS and CASLS have worked together on several projects: the Chinese Flagship Program, several K-12 language teaching professional development workshops, and the K-16 Japanese Global Scholars program, which was initially funded by a jointly-administered grant from the Japan Foundation. Dr. Julie Sykes, **Director of CASLS**, earned her doctorate degree in applied linguistics and second language acquisition, and she is nationally recognized as a leader in the use of digital technologies for language learning and inter-language pragmatic development. CASLS is supported by a staff of 12.

CAPS collaborates extensively with JSMA, and most importantly with the **JSMA Education Director**, Lisa Abia-Smith, on K-12 EA-related outreach. With the hiring of Anne Rose Kitagawa in 2010 as **Chief Curator of Collections and Asian Art**, as well as **Director of Academic Programs**, our relationship to JSMA has deepened. CAPS also works closely with **Study Abroad**, including the **East Asian Study Abroad Coordinator**, Vinnie Burns and IE3 Coordinator Michelle Hyde-Wright. Finally, CAPS cooperates with the staff of the Confucius Institute for Global China Studies, which was inaugurated in 2010.

Library staffing for the East Asian Collection includes two **East Asian Bibliographers** (one specializing on Japan and Korea and the other on China, two full-time Chinese and Japanese cataloguers, a half-time Korean cataloguer, and a pool of student assistants. The AAA Library and the Map library, which collect East Asian materials, put staff time into EA-related collection building and digitization, along with the Digital Scholarship Center.

C1. Nondiscriminatory Practices. Oregon steadfastly affirms and actively promotes the right of all individuals to equal opportunity in education and employment without regard to race, color, gender, national origin, age, religion, marital status, disability, veteran status, or sexual orientation. When hiring, units work closely with the **Office of Affirmative Action and Equal Opportunity** to ensure that proper steps are taken to enforce this policy; and the **Office of Equity & Inclusion**, under the new UO president, has issued **UO Diversity Goals & Education Mission**. These goals are: 1) to support students individually and in programs, 2) to facilitate collaboration on diversity initiatives throughout the campus community, 3) to provide professional development opportunities, and 4) to fund and support diversity activities for faculty, administrators, current students and potential students. UO's Diversity Plan, adopted in 2006, orients campus units to focus diversity enhancing efforts in 6 key areas: (1) developing a culturally responsive community, (2) improving campus climate, (3) building a critical mass, (4) expanding and filling the pipeline, (5) developing and strengthening community linkages, and (6) developing and reinforcing diversity infrastructure. In 2007, units created Strategic Action Plans (SAPs) that cited specific diversity challenges, specified means to address them, and set goals.

Targeted Improvements. The programmatic capacity of CAPS has been greatly enhanced by the administrative reorganization that has placed it under the new Global Studies Institute in the Office of International Affairs. With the addition of a 1.0 FTE Outreach Coordinator within the NRC, we will be able to expand the scope of our K-12, OEAN, and community outreach agendas.

Criterion 7: Outreach Activities.

A. K-12 Outreach. From its inception in 1987, when the State Legislature designated CAPS as the hub of Oregon's Asian academic expertise, the center has engaged in K-12 outreach. Its

primary partners today are JSMA, UO's College of Education, and the 4J school district.

JSMA, which is only academic museum in Oregon recognized by the American Alliance of

TABLE 22: EAST ASIA OUTREACH EVENTS 2012-13 ACADEMIC YEAR	
<i>Total Attendance</i>	
Event Type	Attendance
EA Teacher Training	798
Film Showings	592
Public Lectures/Conferences	2,323
Performances/Demonstrations	669
EA Art Exhibitions	955
Total	5,337

Museums, was established with “the noble purpose of creating a deeper appreciation and understanding of the peoples, art, and cultures of Asia.” JSMA aims not just to display East Asian art but also to deliver it to the public. Through its K-12 education outreach program, it

serves an average of 10,000 students/year from across the state. Examples of its programming include: UO ArtsBridge (an arts education and outreach satellite program for ArtsBridge America), the Dragon Puppet Theatre, NewArt Northwest Kids, professional development for teachers, and accessible activities for people with disabilities. JSMA has become a statewide leader in coordinating its art education programs with state benchmarks for K-12 students through the enhancement of K-12 curriculum on China, Japan, and Korea. The main vehicle is art outreach kits that serve as “museum exhibits on wheels.” Last year’s kits reached over 3000 students.

The JSMA education staff has put a special focus on the development of age-appropriate materials for K-12 students. Because JSMA houses a large EA art collection, the teacher training sessions tend to highlight EA content. Through the partnership with CAPS and its faculty affiliates, JSMA is able to enhance EA content and to work it into workshops and exhibits.

CAPS also partners with College of Education and 4J School district on a variety of projects. One example is the innovative **K-12 outreach project “Exploring East Asia Through Writing,”** which integrates EA cultures/languages into K-12 Reading/Writing instruction consistent with national **Common Core** objectives. The overarching goal of the project is to

promote critical thinking and writing skills across the argumentative, informational and narrative genres using mentor texts that expose students to EA content. Thus far, we have developed nine modules, ranging thematically from Chinese Creation Myths, to the Japanese population crisis, and on to life in North Korea and South Korean robotics. This project provides key resources that enable teachers to model and facilitate effective writing in each of the three genres specified by the Common Core. These resources include writing prompts and mentor texts, as well as discussion questions that invite students to analyze and interpret EA content, and peer feedback forms that enable students to critique each other's work in a writers' workshop scenario.

UO is also actively involved in outreach to local and regional schools. The **International Cultural Service Program (ICSP)**, now in its 29th year, brings international students into area schools as cultural emissaries in exchange for scholarship assistance. This year alone, the 4 East Asian ICSP student emissaries provided a total of 320 hours of service. Additionally, **the Oregon International Internship Program (OIIP)** brings 35 students from Japan, China and Taiwan each year to intern in 14 different area schools while receiving pedagogical training from UO faculty and staff. This program includes an innovative twist: The student interns put their training into practice by introducing East Asian culture into local classrooms. As part of their training, the student interns participate in two Visual Thinking Strategies (VTS) workshops put on by JSMA and CAPS that show them how to teach EA cultures and languages through art to K-12 students. OIIP is run by Yifang Zhang, the trilingual Outreach Coordinator of our NRC, whose academic credentials and outreach experience enable us to maximize this unique program.

The CI offers one culture class through the UO Craft Center and one language class through the YLC to the community and K-12 students each term. More generally, a significant proportion of the EA faculty and staff participate in K-12 outreach, with past activities ranging from supervision of senior theses for local IB students, to guided tours of the EA collection of JSMA, and on to job shadowing.

Finally, the Yamada Language Center (YLC) holds an annual Foreign Language and International Studies (FLIS) Day. This is Oregon's largest foreign language and culture event for high school students. In 2014, approximately 1700 students attended one or more of the 18 cultural presentations on China, Japan, and Korea.

B. Postsecondary Outreach. Under a previous Ford Foundation grant in the mid 1990s, jointly administered with Lewis & Clark College in Portland, CAPS helped create the **Oregon Consortium for Asian Studies**. This regional consortium sparked collaborations in the research and teaching of EA by bringing together faculty and students from Lewis & Clark College, Reed

College, Portland State University, and UO. In 2009, CAPS took the lead in plotting a regional expansion of the consortium to include Willamette University, Oregon State University, Pacific

TABLE 23: OREGON EAST ASIA NETWORK	
Northwest China Council.....	Portland <i>China Business Network</i>
Japan-America Society of Oregon	Portland
Lan Su Chinese Garden	Portland
Lane Community College	Eugene
Lewis & Clark College	Portland <i>East Asian Studies</i>
Linfield College	McMinnville <i>Asian Studies</i>
Oregon Economic Development Dept	Salem <i>Business Oregon</i>
Oregon State University	Corvallis <i>Asian Studies</i>
Pacific University	Forest Grove <i>Asian Studies</i>
Portland Art Museum	Portland <i>Asia Collection</i>
Portland Community College	Portland <i>Asia Certificate Program</i>
Portland Japanese Garden	Portland
Portland State University	Portland <i>Center for Japanese Studies</i> <i>Confucius Institute</i> <i>Institute for Asian Studies</i>
Reed College	Portland <i>Chinese Studies</i>
University of Oregon	Eugene <i>Asian Studies Program</i> <i>CASLS</i> <i>CAPS</i> <i>ChinaVine</i> <i>Confucius Institute</i> <i>EALL</i> <i>Jordan Schnitzer Museum of Art</i>
Willamette University	Salem <i>Asian Studies</i>

University, and Linfield College, as well as cultural and business organizations from around the state, (see Table 23 for member list). This new group, renamed the Oregon East Asia Network (OEAN), currently includes 24 organizations. CAPS administers OEAN through a website that lists all affiliated faculty and staff, detailing their research and teaching areas of expertise, as well as funding opportunities. The central function of OEAN is to facilitate visiting lectures and classroom visits within the network. CAPS funds approximately 5-7 events each year involving collaborations between OEAN members, using a listserv to publicize events.

CAPS has also pursued EA outreach through its international conferences, organizing 4 in the past 18 months alone, with 4 more scheduled for this coming academic year (see Table 24).

<p>TABLE 24: RECENT, UPCOMING, AND PROPOSED INTERNATIONAL EAST ASIA CONFERENCES</p>	
Conference Title	Faculty Organizer/Date
<i>Conference on Japanese and Korean Youth Culture</i>	A. Freedman; H. Ok (EALL) May 2015
<i>China-in-Asia: Historical Connections and Contemporary Engagement</i>	X. Su (GEOG), Nov 2014
<i>Comparative Historical Ecology in Ancient Northeast Asia</i>	G. Lee (ANTH), Oct 2014
<i>Picturing Global China: Contemporary Art from Shanghai and Beyond</i>	J. Lin (AHT), Oct 2013
<i>Foodways in China: New Scholarly Trajectories</i>	I. Asim (HIST); D. Buck (GEOG) May 2013
<i>Area Studies in a Global Context: The Place of Asia</i>	B. Goodman (HIST), May 2013
<i>China and the Restructuring of International Political Economy</i>	X. Su (GEOG), April 2013
<i>The Storied Self: Issues in Buddhist Narrativity</i>	M. Unno (REL), Oct 2012
<i>Postindustrial Craftsmanship in East Asian Cities and Buildings</i>	H. Davis (ARCH), <i>proposed</i>
<i>The Surge of Nationalism in East Asia: Implications for Peace and Security</i>	T. Vu (Poli Sci), <i>proposed</i>
<i>Content-based teaching for East Asian Languages: The State of the Art</i>	L. Brown, K. Idemaru, and Z. Jing-Schmidt (EALL), <i>proposed</i>

Such
conferences
bring scholars
from around the
U.S. and East
Asia to campus
and attract
different
outreach
audiences. One
of the 3

proposed conferences, *The Surge of Nationalism in East Asia*, highlights postsecondary outreach specifically.

Beyond its conferences and speaker series (discussed below), CAPS regularly cosponsors

activities with a number of different units on campus, such as a lecture Andrew Plaks (Princeton), David Kang (USC), and Motoyuki Shibata (Tokyo University) and Keijiro Suga (Meiji University).

C. Business, Media, and General Public Outreach. UO supports a rich variety of well-attended East Asian events—from academic conferences, to culture nights staged by East Asian student groups, and on to East Asian performances in the School of Music’s World Music Series (see Table 22). CAPS puts on many of these events, and sponsors or supports most others. Our three endowed speaker series (the Admiral David E. Jeremiah and Mrs. Connie Jeremiah Asia Lecture Series; the Myung Sup Lim Lecture Series on Korean Studies; and the Yoko McClain Lecture Series on Japan Studies) bring in 20-25 speakers per year. The East Asian topics range widely, from pre-modern Japanese Buddhism to contemporary East Asian regional security. Annually, CAPS hosts 10-15 visiting scholars from East Asia, who work with faculty sponsors on research projects and frequently give talks in their target languages to help with content-based language instruction. East Asia faculty members regularly speak to community groups such as Learning in Retirement, Museum and Garden volunteers, and the Japan-America Society of Oregon (JASO).

CAPS actively collaborates with two campus media projects whose explicit objective is general public outreach. The **ChinaVine** project, which is administered by an international team from the University of Central Florida, Shandong University of Art and Design, Beijing Normal University and UO, utilizes modern online technology to introduce English-speaking children, youth, and adults to Chinese customs and folk art. The annual **Cinema Pacific Film Festival** features a different national cinema each year, but always contains a substantial EA focus. Conceived as a festival “Onsite and Online,” it includes screenings and post-film discussions

with guest artists at UO, as well as real-time conversations via teleconferencing with directors and critics. The festival website supports online classes and creative collaborations. CAPS supports this 5 day event by funding an East Asia “Festival Fellow” each year.

The Center’s economic/business outreach agenda is multi-faceted, involving cooperation and collaboration with organizations such as the **Northwest China Council (NWCC)**, a Portland-based non-profit organization that runs programs and public events on Chinese business, culture, history, art, language and politics. Through OEAN, we are constantly expanding our reach. Of late, we are in contact with the Consul General of Japan in Portland and Oregon’s Honorary Consul of Korea to explore new opportunities. Finally, we are engaged in cooperative programming with community groups such as the Portland Chinese Garden and the Portland Art Museum. We have twice set up visiting scholars-in-residence from Japan for the Portland Japanese Garden.

In order to reach the general public and inform them of EA-related events, CAPS maintains the “**caps-news**” **listserve**, which reaches over 400 faculty, students, community members, and affiliated faculty in the region. Subscribers receive information on events, funding opportunities, position announcements, and conference calls for papers. The **CAPS website** has links to all UO faculty affiliates, relevant degree-granting departments, EA resources on campus, current grant projects, student funding opportunities, and Asian on-line resources. In an effort to keep up with current trends in social networking and to reach students and businesspeople, respectively, CAPS has developed **Facebook and LinkedIn** group pages online. Finally, we have utilized electronic media to make EA programming available to a wider audience: In recent years, several of our own EA faculty and visiting lectures have appeared on **UO Today**, a half-hour interview program sponsored by OHC, broadcast on local cable TV, and archived on the UO Media

Channel website.

Targeted Improvements. At the top of our list for improvement is **K-12 Outreach**. Based on a needs analysis jointly conducted with K-12 educators from the Eugene 4J School District, we propose to expand our “Exploring East Asia Through Writing” project. Our four-year plan includes the creation of a digitalized database of Reading/Writing materials, aligned with Common Core State Standards, and an annual summer workshop for K-12 teachers on how to use the database. Each cohort of workshop participants is expected to attend two workshops in back-to-back summers: the first, to create new materials for immediate use in the classroom; the second, a year later, to assess the efficacy of these materials and make critical adjustments. The UO Teach K-12 Teacher Licensure and Master’s Program is providing resources to support this project and will help implement it.

Postsecondary Outreach is also a primary concern, and especially regional networking of colleges and universities in Oregon. We plan to use funds from the grant to revise and expand the **OEAN faculty database** in order to facilitate research and teaching collaborations, visiting lectures, speaker sharing, and teacher training access among the 100+ EA Asia faculty and instructors at OEAN institutions. We have also budgeted for new OEAN programming at **UO Portland Programs White Stag campus**, with its state-of-the-art conference and videoconferencing facilities, that will bring **Portland Community College (PCC)** and **Lane Community College (LCC)** into the OEAN orbit. Specifically, we will put on one summer workshop per year for PCC and LCC faculty featuring EA content appropriate for community college, arrange guest lectures, and provide access to our videotaped “best lecture” series. As well, we have budgeted for **international speakers, conferences, and exhibits**, as well as **local workshops and trainings** related to our central theme of National and Transnational East Asia.

Among the conference themes proposed by the faculty are: “Postindustrial Craftsmanship in East Asian Cities and Buildings” and the “Surge of Nationalism in East Asia.” Lastly, digitization of the Gertrude Bass Warner Collection will make historical images and documents e-accessible.

For **Business Outreach**, we will continue to partner with “**Business Oregon**” from the State’s Economic and Development, as well as the “**China Business Network**” within the NW China Council. Both were early members of OEAN and help us connect our EA academic expertise with trade-oriented Oregon business interests.

Criterion 8: Program Planning and Budget

Our proposal asks two basic questions related to EA Studies at the UO: Who are we now? And who do we want to become? Given the vagaries of state funding in the State of Oregon, UO has always had to search out new and innovative ways of reaching its goals. This proposal reflects that mindset. In an effort to build on existing strengths and to propagate new ones, we have crafted a developmental plan for “targeted improvements” that reflects our three overarching goals: 1) creating greater accessibility to EA Asian content through the deployment of technology; 2) adding transnational EA content to the curriculum; and 3) expanding and enhancing content-based language instruction. In order to accomplish these goals, we have forged intra- and inter-institutional collaborations, while aggressively pursuing internal and external funding, in an effort to craft creative new programming. At a time when many states are experiencing drastic budget cuts to higher education, we have been reassured by the continuing commitment of the UO administration to academics in general and EA studies more specifically. Over the past four years, East Asian studies at UO has actually grown rather than shrunk. We have seen the creation of **5 new EA tenure-track faculty lines and 1 Korean language instructorship**. The attached Budget and Budget Narrative provide a clear and detailed

accounting of our proposed expenditures, many of which reflect new institutional support. Table 25 offers a comprehensive snapshot of our proposed programming, a timeline of projected activities, and a projection of anticipated outcomes.

A. Purpose and Quality of Activities. The activities that we propose are linked to the three overarching goals of our NRC, as follows.

Increasing Accessibility to East Asia Through the Deployment of Technology. We have devised a number of innovative projects designed to result in deliverables accessible online to the wider public. These include: 1) development of a K-12 “Explore EA Through Writing Project,” consistent with Common Core writing standards (already adopted in 45 states), to produce teaching modules for use in local schools and to launch a dedicated website guide for teachers that could be disseminated nationally; 2) digitization of 5000 objects from the large and unique Gertrude Bass Warner Collection of EA photos, lantern slides, guidebooks, professional papers, etc. for public online access through the UO Library; and 3) videotaping faculty lectures for a “Best Lecture” series accessible online to community college teachers and students.

Adding Transnational East Asia Content to the Curriculum. This border-crossing focus, which addresses the increasing fluidity of political, economic, social, and cultural developments in the region, includes the following initiatives: 1) the creation of a new career instructorship in EA Media Studies in the School of Journalism and Communication; 2) the infusion of transnational EA content into specified Gen Ed courses; 3) the introduction of EA content, both national and transnational, into select professional school courses; 4) the active promotion of pioneering content in the new EA Linguistics and Pedagogy program; and 5) co-development with CASLS and TEP of an “EA Cross-Cultural Communication” workshop and simulation app designed to educate faculty to EA culture and to promote efficacious classroom practices.

Expanding and Enhancing Content-based Language Instruction. This agenda builds on our unique strength in content-based language work by supporting the following projects: 1) an ACTFL-led Writing Assessment Workshop for EA language instructors and GTFs; 2) annual JSMA workshops for language teachers on the use of art as a teaching tool; 3) annual workshops co-sponsored by CASLS and CAPS on the use of new mobile classroom technologies; 4) an annual EA language pedagogy workshop conducted by CASLS to analyze CAP test results and discuss related pedagogical improvements; and 5) development of new content-based Korean course materials in anticipation of the creation of a new content-based language program parallel to the Chinese Flagship and Japanese Global Scholars.

B and C. Developmental Plan, and Budget. The **Timeline of Activities by Project Goal** (Table 25), the **PMFs** (see attached) and the **Budget Narrative** (see attached) together speak directly to the ways in which our proposed activities promise to strengthen UO's EA program and to do so efficiently and economically.

E. Long-term Impact of the NRC Program on Undergraduate Training. We anticipate that the undergraduate curriculum will be carried to a new level of breadth, depth and sophistication. Where the **Language Instructional Program** is concerned, the systematic review of CAP tests, the introduction of mobile classroom technologies, the promotion of ACTFL Writing Assessment standards, and the introduction of art-related EA content from JSMA together promise to bring about pivotal pedagogical improvements in content-based instruction. Add to this the development of an entirely new, content-based Korean program, and it is possible to envision a revolutionized language program. The **Non-language Instructional Program**, for its part, will become more diverse and better balanced with new infusions of Transnational EA content in targeted CAS and professional school courses, offering students a wider and better

range of curricular options. Finally, the addition of online resources such as videotaped “best lectures,” combined with the public presentation of lectures, seminars, conferences, films, and musical performances on a wide variety of trans-EA themes, will offer students a wealth of new opportunities to engage EA in new and relevant ways. In short, this proposal is designed to help our students gain the linguistic, cultural, and professional skills to meet the challenge of the “Asian Century” in which we all live.

Criterion 9: Impact and Evaluation

A1. Impact. East Asian studies at UO exerts a significant local, regional, national, and international impact. EA course enrollments continue to grow year by year, with 39.4% of graduating seniors in 2013 having taken at least one course with 100% EA content. This is up from 25% in 2005. A total of 9,320 students enrolled in EA courses during the 2012-13 academic year, a 5% increase from the year before. Korean language enrollments, in particular, have increased 82% over the last 2 years; and Asian Studies majors have increased from 23 in 2008 to 46 in 2013 (100% increase).

Graduate Placement. Of the 61 graduate students who completed an MA or PhD with a focus on EA over the past 4 years (43 MAs, 18 PhDs), we have placement data for 87% (see Table 26). These data show: first, that a large number of our MA students go on to seek PhDs at UO and other institutions, such as Berkeley, Harvard, and UCLA; second, that most our PhDs go on to tenure-stream positions at universities like Louisiana State, Valparaiso, the University of Kentucky, and Gonzaga; and third, that growing numbers go on to careers in public service, at places such as the Council on Foreign Relations or the U.S. Department of State.

Participation Rates For Events. As Table 22 in the Outreach section demonstrates, CAPS attracts large audiences to its events. Participants include a mix of faculty, undergraduates, and

graduate students at conferences, with larger numbers of staff and community members attending lectures, film festivals, teacher training workshops, and cultural events. The Center has further expanded participation by creating the Oregon East Asia Network.

Usage of Center Resources. While EA language and area specialists continue to be the natural constituency of CAPS, a new faculty cohort from the professional schools has been drawn into the center's orbit, leading to new connections and collaborations. When they became interested in creating an exchange program with the Xian Dai architecture firm in Shanghai, faculty from AAA came to CAPS for help in launching and organizing it; and, when Nagoya University in Japan began to plot a series of faculty workshops for their Ministry of Education sponsored globalization program (the so-called G-30), they came to CAPS to identify a team of teaching experts up to the task.

A2. Matriculation into Language and East Asia Programs. Graduates with a focus on East Asian studies have continued to grow in numbers over the last few years. Those students majoring in ASP, CHN, JPN, and EALL are up from 79 in 2008 to 102 in 2012 (+29% increase). Graduates with minors in these areas have increased from 41 in 2008 to 51 in 2012 (+24%). Students earning certificates in Global Management or Second Language Acquisition and Teaching have increased dramatically, going from 27 in 2008 to 44 in 2012 (+38%). The Japanese major is the second largest language major on campus, after Spanish. The Chinese Flagship program graduated its first class of global professionals with superior Mandarin Chinese proficiency in 2010, for a total of 26 graduates over the last 4 years, with 14 certified as Superior in oral proficiency. Asian Studies, for its part, maintains its standing as the largest area studies major on campus. Finally, with the help of FLAS fellowship support, UO has been able to recruit and train increasing numbers of highly qualified MA and PhD students.

B. Equal Access. The UO is dedicated to the principles of diversity and equal opportunity in education. The **Office of Institutional Equity and Diversity (OIED)** which includes the Office of Multicultural Academic Success (OMAS), the Many Nations Longhouse, and the Center on Diversity and Community (CoDaC), ensures equitable access to a variety of benefits and opportunities: offering individual and group support to minority students; providing professional development opportunities; and funding and supporting diversity activities. **Disability Services** works to create physical, curricular and informational environments that are informed by and responsive to the diverse challenges faced by students with disabilities and variations of ability.

The East Asia NRC will both endorse and embrace the goals of diversity and equality in higher education. Highlighting the languages and cultures of East Asia, our curriculum challenges students to cross borders through class readings and discussion, cultural interchange with foreign students, and study abroad. The **Mills International Center** in the UO student union, conceived as a crossroads for cultural interchange, embodies these ideals.

C1. Evaluation Plan. Our EA program has been evaluated by external reviewers regularly for the past 10 years. Our most recent review, conducted by Rebecca Copeland (Japanese, Washington University) and Michael Robinson (History, Indiana) in December 2012, noted that the “excellent faculty” is our greatest strength: “characterized by its youth, energy, and productivity, the faculty represents significant promise and has the potential for becoming leaders in the field—many already have.” In addition, they note the “dedication of the upper administration to supporting and strengthening East Asian Studies at UO.” Other notable strengths EA Studies at UO are the emergent Korean studies program and our the content-based Chinese Flagship and Japanese Global Scholars languages programs, which “offer innovative ways for bringing the study of East Asia out of traditional departments and into the general

college curriculum.” Unlike most other universities “where courses on East Asia occupy a marginal place in the undergraduate curriculum,” observed an earlier evaluation in 2010, at UO “East Asian Studies is mainstream.”

As the attached Performance Measure Forms (PMFs) outline, we have identified three overarching Program Goals, followed by 8 performance measures and 29 activities. The success of our Program Goals is to be measured by project-specific activities, which are all objective and time-bound.

Our three Program Goals are: 1) to Make East Asia More Accessible Through Use of Technology; 2) to Add Transnational East Asia Content to the UO Curriculum; and 3) and to Expand and Enhance content-based Language Instruction. Please see PMFs for a complete list of performance measures.

Table 25 shows our Program Goals and targeted improvements on a timeline, enabling us to track progress throughout the grant period. We propose to use this timeline, along the PMF data, benchmarks, and targets, as our primary evaluation model. This will be supplemented with bi-annual external evaluations, to help us make the necessary adjustments to reach our goals and assess their impact.

TABLE 25: TIMELINE OF ACTIVITIES BY PROGRAM GOAL			
2014-15	2015-16	2016-17	2017-18
I. Make East Asia More Accessible Through Use of Technology			
Hire GTF for “Explore EA through Writing” program; continue developing new modules based on templates created in 13-14.	GTF continues to develop modules, in consultation with K-12 teachers and UO faculty and staff		
Identify Master Teacher consultant through our pool of active K-12 teachers; helps recruit teachers for summer 2015 workshop; helps facilitate workshop	Master Teacher continues to advise and evaluate new modules; maintains contact with summer 2015 workshop participants; helps facilitate summer 2016 workshop	Master Teacher continues to advise and evaluate new modules; helps recruit teachers for summer 2017 workshop	Master Teacher continues to advise and evaluate new modules; maintains contact with summer 2017 workshop participants; helps facilitate summer 2018 workshop

2014-15	2015-16	2016-17	2017-18
1. Make East Asia More Accessible Through Use of Technology (continued)			
Develop dedicated website for all “Explore EA Through Writing” modules	Maintain “Explore EA Through Writing” modules website, update new materials		
Hold Summer Workshop for K-12 teachers on creating new writing modules on East Asia, following the Common Core writing standards	Hold follow-up Summer Workshop for 2015 cohort of K-12 teachers to evaluate materials used over the year, revise, share best practices	Hold Summer Workshop for new cohort of K-12 teachers	Hold follow up Summer Workshop for 2017 cohort of K-12 teachers to evaluate materials used over the year, revise, share best practices
Coordinate with UO Digital Scholarship Center to hire student digitization assistants to digitize Gertrude Bass Warner documents and images	Students continue to digitize collection, upload to special Gertrude Bass Warner website		
Videotape 10 UO faculty giving their “Best Lecture” on an EA topic; upload to special “Best Lecture” website	Videotape 5 UO faculty per year giving their “Best Lecture” on an EA topic; upload to special website		
Videotape visiting lecturers and annual conference presentations on EA topics; upload to special “Best Lecture” website			
Hold annual Summer Workshop for PCC and LCC faculty, offering presentations on EA topics by UO faculty to integrate into Gen Ed classes; introduce “Best Lecture” website and other electronic resources			
2. Add Transnational East Asia Content to the UO Curriculum			
Search for new career instructor in EA Media in the School of Journalism and Communication	New instructor offers new media courses each year with EA content		
Create or revise 3 EA courses per year with transnational EA content			
Add an EA component to 2 professional school courses per year			
Conduct a needs analysis; Develop simulation and offer workshop on “EA Cross Cultural Communication” to non-EA faculty	Evaluate outcomes through participant surveys; Revise and continue to offer workshop		
3: Expand and Enhance Content-Based Language Instruction			
Hold ACTFL Writing Assessment Workshop for EA language instructors and GTFs			
Co-organize and offer annual workshops on using the museum as a teaching tool			
Co-organize annual workshop with CASLS on using new language teaching and mobile technologies			
Integrate Computerized Assessment of Proficiency (CAP) test analysis into annual EA language teaching pedagogy workshops			
Develop content-based curriculum for advanced Korean language courses each summer			
Create recruitment materials/update websites for new EA Ling. track	Continue to publicize program; present at conferences and/or meetings		

In addition to our overall evaluation, we will continue to assess all individual activities related to the grant, using tools such as student evaluations for coursework, and exit surveys and focus groups for outreach programs. All info will be shared with the NRC's Advisory Board annually so that key programmatic adjustments and improvements can take place. Finally, an annual self-evaluation report will be submitted to the Vice-Provosts for International Affairs.

D. Improved Supply of Specialists (enrollments and placement data). As mentioned in A1, 61 advanced degrees have been awarded to students focusing on East Asia in recent years. The UO currently counts 227 undergraduates working on degrees in EALL or Asian Studies, alongside dozens more with EA concentrations in other departments. Since receiving FLAS Fellowships in 2006, UO has been able to offer talented graduate students valuable opportunities for advanced language study and international research.

E1. Addressing National Need. One hundred percent of our FLAS Fellowships in the last 8

TABLE 26: PLACEMENT DATA FOR EA ALUMNI (MA & PHD) <i>Career Placement by % (2009-12)</i>		
Field	MA	PhD
PhD/Academic Teaching	41%	85%
Private Sector	22%	----
Government	3%	5%
Non-Profit	9%	10%

years were awarded in priority languages. Along with the many undergraduates who achieve advanced proficiency prior to graduation, they are equipped with the linguistic and cultural skills to complete graduate work, or to take jobs in business or government (see Table 26). Curricular

initiatives such as the content-based language instruction of the Chinese Flagship and Japanese Global Scholars programs have already raised the bar for language proficiency and widened the student clientele to the sciences and the professions. New content-base course development in Korean will further extend our bandwidth.

E2. Placement Record. We maintain contact with our former FLAS Fellows and other EA graduates through a special LinkedIn group. Through use of an electronic survey, we tracked

75% our 2006-13 FLAS Fellows to better understand how they use language and area skills in their professions. 82% believe their language skills helped them obtain their current positions, with over 55% indicating those skills were required. 98% use their language skills at work, 70% use them “frequently.” Of those who do not, 71% still find those skills useful. Fully 71% profess to use knowledge from area studies courses in their job or research.

Criterion 10: FLAS Awardee Selection Procedures

Advertisement of Awards - Application information, including criteria, procedures and deadlines, will primarily be advertised electronically. The NRC will generate an announcement, including application instructions. The announcement will be posted on the CAPS website, as well as its Facebook and LinkedIn pages, and forwarded to the websites of departments, schools, colleges, and programs with a connection to EA Studies. It will also be circulated via the “caps-news” listserv to all 400+ subscribers, who include all faculty affiliates. As with all institutionally awarded fellowships, the FLAS competition will be displayed on the UO Scholarship and the Graduate School websites. The FLAS link on the CAPS website will provide basic information about the awards and deadlines. Finally, appropriate departmental and program personnel will be sent electronic announcements, as well as hard copy fliers, for posting and distribution to qualified students.

As Oregon’s mission statement attests, and in accordance with the General Education Provisions Act (GEPA, Section 427), the university makes a special effort to bring traditionally underrepresented groups into the life of the UO community. Accordingly, the Center will work with the OIED to notify key campus organizations and student groups about the FLAS fellowship competition, including the Asian-Pacific American Student Union, the Women’s Center, the Black Student Union, and the Chinese, Japanese, Korean, and Taiwanese Student

Associations. The FLAS Fellowship application announcement and instructions will also be announced on the UO's central "Financial Aid and Scholarships" website, where other prestigious merit and financial need based scholarships are publicized.

Application Process – The FLAS application packet will explain FLAS eligibility requirements and financial provisions, and will include the application form, directions, and reference forms, all available in a fillable PDF format for ease of circulation and transmission.

All applicants will be required to provide transcripts, a statement of purpose detailing the project or plan of study, language study and career goals, and 3 letters of reference (including a formal language evaluation). Deadlines will be announced early in the Fall, applications will be due on March 1, and awardees will be announced on April 15.

Selection Criteria - The selection committee will consist of the NRC Director and a pre-appointed panel of 4 other faculty members. With advice of the Center's Advisory Committee, the Director will appoint 3 committee members from the East Asian faculty and a 4th from the faculty at large. The committee's membership will reflect the range of area specialties and disciplines represented by East Asian studies at the University of Oregon. At least one of the committee's members will come from the East Asian language-teaching faculty.

FLAS fellowship awards will be based on an evaluation of candidates' statements of purpose, past accomplishments, and commitment to the field. Every effort will be made to ensure that the awardees reflect the breadth of disciplinary training at UO, across all fields. The committee will also assess the proficiency level of FLAS candidates to ascertain their eligibility for advanced language study. Finally, all FLAS recipients will be tested using a standardized test (CAP, OPI) at the start and finish of their fellowship period.

Targeted Improvements – The selection committee will assess student financial need in

coming to its decisions. Candidates will be required to submit their “UO Award Letter”—that is, the summary financial aid document that the UO issues students after reviewing Federal Student Aid and Expected Family Contribution reports. While students with financial need will be given special consideration in the selection process, it will be treated as an affirmative action policy designed to maximize accessibility to fellowship support. By offering bonus points to highly-qualified students with financial need, we will make certain that equally qualified students with less financial need are not excluded from candidacy. Analysis of the financial need of our last few years of FLAS applicants shows that 51% of applicants were Pell-eligible students, with an average need of \$14,779 per year. This figure is well above the 25% of UO students who are eligible for Pell awards.

Criterion 11: Competitive Priorities. We fully meet the NRC Competitive Preference Priority #1 by working directly with LCC and PCC as part of our postsecondary outreach. We also meet Competitive Preference Priority #2 through our “Explore EA through Writing” Common Core project. This project, conducted in conjunction with the UO’s College of Education and the Eugene 4J School District, promises to have an impact beyond our state borders.

We meet both FLAS Competitive Preference Priorities for this grant cycle, as 100% of our FLAS Fellowships will go to students of Chinese, Japanese, and Korean. Additionally, the high financial need of our current FLAS Fellows (51% of whom are Pell eligible) demonstrates our ability to incorporate financial need into the FLAS review and selection process.

Appendix 1: Budget and Budget Narrative

National and Transnational East Asia
University of Oregon NRC Proposal
Budget and Budget Narrative

1. PERSONNEL	2014-15	2015-16	2016-17	2017-18
1a. Administration				
1a-1. Lori O'Hollaren, Associate Director				
	base: 68,000 (5% annual increase) FTE 20%	14,280	14,994	15,744
1a-2. Student Assistants (event assistance, collecting evaluation data, etc.) \$12/hr x 10 hrs/week x 30 weeks	13,600	14,280	14,994	15,744
1a-3. Student Assistants (maintain "best lecture" and common core websites) \$12/hr x 10 hrs/week x 30 weeks	3,600	3,600	3,600	3,600
Subtotal, Administration	20,800	21,480	22,194	22,944
1b. Language Instruction				
1b-1. Development of Global Scholar content to 4th Year Korean courses summer pay @ .10 FTE	4,000	4,200	4,410	4,631
Subtotal, Language Instruction	4,000	4,200	4,410	4,631
1c. Area Instruction				
1c-1. East Asia Media Career Instructor (new position) Shared by School of Journalism, EALL, and Cinema Studies	0	15,000	15,750	16,538
1c-2. EA Transnational Infusion Course Development summer stipends 3 per year @ .05 FTE each	5,250	5,513	5,788	6,078
1c-3. EA Infusion - Professional School Course Development summer stipends 2 per year @ .05 FTE each	3,500	3,675	3,859	4,052
Subtotal, Area Instruction	8,750	24,188	25,397	26,667
1d. Outreach Personnel				
1d-1. Outreach Specialist (shared with Int'l NRC) Common Core, Community College Network, Events	24,000	25,200	26,460	27,783

1d. Outreach Personnel (cont)		2014-15	2015-16	2016-17	2017-18
1d-2. GTF in support of K-12 Common Core outreach (shared with EA NRC) <i>EA Common Core modules, assist with summer workshop</i>	base: 28,128 (1.5% annual increase) FTE 25%	7,032	7,137	7,245	7,353
1d-3. Common Core Curriculum development, JSMA Museum Educator <i>Development of curriculum units, VTS, online resources, etc.</i>	base: 32,000 (5% annual increase) FTE 5%	1,600	1,680	1,764	1,852
Subtotal, Outreach Personnel		32,632	34,017	35,469	36,988
1e. Other Specialized Personnel		2014-15	2015-16	2016-17	2017-18
1e-1. Library Digitization Projects Coordinator <i>Dev. of Instructional modules, cataloging of foreign language materials</i>	base: 45,000 (5% annual increase) FTE 15%	6,750	7,088	7,442	7,814
1e-2. Digitization student assistants \$12/hr x 10 hrs/week x 30 weeks		3,600	3,600	3,600	3,600
1e-3. Language Evaluation Assessment	base: 65,000 (5% annual increase) 3%	1,950	2,048	2,150	2,257
Subtotal, Other Specialized Personnel		12,300	12,735	13,192	13,671
PERSONNEL SUBTOTAL		78,482	96,620	100,661	104,901
2. FRINGE BENEFITS		2014-15	2015-16	2016-17	2017-18
2a. Faculty/Staff	25% plus insurance	32,037	42,037	44,137	46,342
2b. GTFs, Student Assistants	1%	142	143	144	145
FRINGE BENEFITS SUBTOTAL		32,179	42,180	44,281	46,487
3. TRAVEL		2014-15	2015-16	2016-17	2017-18
3a. Language Teacher Travel to Pedagogy Workshops (such as CARLA, CLEAR, ACTFL) attend conferences, workshops 1 @ \$1000 each		1,000	1,000	1,000	1,000
3b. Faculty Travel to East Asia develop programs, linkages, etc 2 @ \$2000		4,000	4,000	4,000	4,000
3c. Director or Associate Director travel and per diem, attend Title VI workshops 1 @ \$1400		1,400	1,400	1,400	1,400

3. TRAVEL (cont)	2014-15	2015-16	2016-17	2017-18
3d. Two Annual Conferences Invited Presenter travel and per diem (16 outside participants) 10 @ \$800, domestic; 6 @ \$1400, int'l	16,400	16,400	16,400	16,400
3e. Public Lecture travel and per diem 5 @ \$1000	5,000	5,000	5,000	5,000
3f. Oregon East Asia Network travel to visit other member institutions 10 @ \$300	3,000	3,000	3,000	3,000
3g. Outside Evaluator travel and per diem 2 @ \$1000	2,000	0	2,000	0
TRAVEL SUBTOTAL	32,800	30,800	32,800	30,800
4. ACQUISITIONS AND PROJECT SUPPLIES	2014-15	2015-16	2016-17	2017-18
4a. Acquisitions				
4a-1. Library Acquisitions database subscriptions, reference material sets, multivolume collections	10,000	10,000	10,000	10,000
4a-2. Project Supplies Outreach Material Printing and Dissemination	1,500	1,500	1,500	1,500
Lecture Series/Conference supplies	750	750	750	750
Digitization project server storage and back up	1,000	1,000	1,000	1,000
ACQUISITIONS AND PROJECT SUPPLIES SUBTOTAL	13,250	13,250	13,250	13,250
5. OTHER - OUTREACH	2014-15	2015-16	2016-17	2017-18
5a. Summer K-12 Workshops: "Exploring EA through Writing" using the Common Core				
Summer 5-day Common Core workshop for K-12 instructors, annual				
Participant stipend (\$250 each)		2,500		
lodging/meals for out of town teachers (\$120 x 5 days x 10)		6,000		
Stipends for faculty area expert presenters (\$200 x 8)		1,600		
Materials (\$30 x 15)		450		
Workshop venue (\$100/day x 5)		500		
subtotal	11,050	11,050	11,050	11,050

5. OTHER - OUTREACH (cont)	2014-15	2015-16	2016-17	2017-18
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5b. Summer Community College Workshops: EA Modules for Gen Ed classes

Summer 2-day EA content into Community College workshop				
PCC/LCC participant mileage (\$120 x 10)	1,200			
lodging/meals for out of town participants (\$170 x 2 nights x 10)	3,400			
Stipends for faculty area expert presenters (\$200 x 8)	1,600			
Materials (\$30 x 15)	450			
Workshop venue (\$100/day x 2)	200			
subtotal	5,650	5,650	5,650	5,650

5c. Public, Web-Based, and Postsecondary Programs

Public Lecture Series				
Room Rental and A/V Staffing, Publicity, Refreshments				

Annual Public Conferences

Room Rental and A/V Staffing, Publicity, Refreshments				
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"Best Lecture" Series

Professional Services Fee, Videorecording, Editing				
5 @ \$500 per year (10 in YR 1)				

OEAN joint speakers

Professional Services Fees, venue rental				
3 @ \$500 per year				

5d. Other – Evaluation, Training, Professional Development, and Assessment

Master K-12 Teacher Consultant on EA Common Core Materials

Professional development fees for reviewing and evaluating materials				
1 @ \$2,000 per year	2,000	2,000	2,000	2,000

New classroom technologies/mobile classroom workshop for language instructors and GTFs
room rental, refreshments

Museum East Asia Collection as a Teaching Tool Workshop				
room rental, refreshments, materials	1,000	1,000	1,000	1,000

EA Cross-Cultural Communication Professional Development Workshop for UO faculty at large
Professional development fees for trainer, room rental and A/V staffing

ACTFL Writing Proficiency Assessment Workshop

Professional development fees for facilitators, room rental and A/V staffing				
3 @ \$2000 (separate workshops for Chinese, Japanese, and Korean)	6,000	0	0	0

5. OTHER - OUTREACH (cont)	2014-15	2015-16	2016-17	2017-18
Assessment Testing: Mock Oral Proficiency Interviews				
Mock OPs for Chinese, Japanese, and Korean	3,000	3,000	3,000	3,000
Program Evaluation Professional Services Fees				
2 @ \$1500	3,000	0	3,000	0
OTHER SUBTOTAL	46,200	34,700	37,700	34,700
DIRECT COSTS SUBTOTAL	202,911	217,550	228,692	230,138
INDIRECT COSTS (8%)	16,233	17,404	18,295	18,411
TOTAL CENTER COSTS	219,144	234,954	246,987	248,549
Foreign Language and Area Studies (FLAS)	2014-15	2015-16	2016-17	2017-18
Academic Year				
Graduate Students				
4 Institutional Payments @ \$18,000	72,000	72,000	72,000	72,000
4 Subsistence Allowances @ \$15,000	60,000	60,000	60,000	60,000
<i>Academic Year Subtotal</i>	132,000	132,000	132,000	132,000
Undergraduate Students				
4 Institutional Payments @ \$10,000	40,000	40,000	40,000	40,000
4 Subsistence Allowances @ \$5,000	20,000	20,000	20,000	20,000
<i>Academic Year Subtotal</i>	60,000	60,000	60,000	60,000
Summer				
8 Institutional Payments @ \$5000	40,000	40,000	40,000	40,000
8 Subsistence Allowances @ \$2,500	20,000	20,000	20,000	20,000
<i>Summer Subtotal</i>	60,000	60,000	60,000	60,000
Total FLAS Request	252,000	252,000	252,000	252,000
Total NRC-FLAS	471,144	486,954	498,987	500,549

NATIONAL AND TRANSNATIONAL EAST ASIA

University of Oregon Budget Narrative

PERSONNEL:

Administration. Personnel-related items comprise the bulk of requested funds, reflecting the highly labor-intensive nature of outreach, curriculum design, and teaching. Because of heavy administrative demands in facilitating the cross-disciplinary integration of activities, 20% is requested (\$13,600 / \$14,280 / \$14,994 / \$15,744) to pay for a portion of the salary of the Associate Director, who serves as the primary administrator for this program. Funds are also requested (\$12/hr x 10 hrs/week x 30 weeks per year for 4 years) for student assistants, who will help collect data for our on-going evaluation plan and assist with logistics of program planning.

Language Instruction. In language instruction, the grant will help us achieve a better infrastructure balance at the advanced levels among our three primary languages. Following the Chinese Flagship and Japan Global Scholars models, we will develop Korea Global Scholar content for 4th year courses. We propose summer pay of .10 FTE each year (\$4,000 / \$4,200 / 4,410 / 4,631) for our senior Korean instructor to develop this new content.

Non-Language Instruction. One of the primary goals of the proposal is to secure seed funding for a career instructor in East Asian Media, with a focus on Korea. The School of Journalism and Communication, the College of Arts and Sciences, and the Office of Academic Affairs have committed to funding 75% of a brand new position in East Asian Media; we request using the grant to fund the remaining 25%. We expect Year 1 to be a search year and will begin funding the position in Years 2, 3, and 4 (\$15,000 / \$15,750 / \$16,538). Additionally, we request course development summer salary for curricular infusions of Transnational East Asia content

into three China/Japan/Korea courses per year at \$1,750 each, for a total of \$22,629 during the four year grant period. To strengthen our undergraduate offerings in the professional schools, we request \$1,750 per faculty member in summer salary to introduce East Asia infusions into core courses. We anticipate funding two such professional school infusions each year, for a total of \$15,086 over the life of the grant.

Outreach Personnel. To support our growing outreach programs, we request funds to hire an additional Outreach Coordinator position, using the grant to fund 50% of personnel costs each year (\$24,000 / \$25,200 / \$26,460 / \$27,783). With our new “Exploring East Asia Through Writing” K-12 Common Core curriculum, we request support for a specialized Graduate Teaching Fellow (GTF) from the College of Education at .25 FTE (\$7,032 / \$7,137 / \$7,245 / \$7,353) to assist the Outreach Coordinator with the module development. The UO will cover the tuition expenses. We have coordinated with the UO International NRC application to share this new GTF position should both applications be successful. This will help create synergies and efficiencies among various international initiatives on campus. We also request funds for .05 FTE of our JSMA Museum Educator’s salary each year (\$1,600 / \$1,680 / \$1,764 / \$1,852) to assist with the development of the EA Common Core curriculum by integrating content using Visual Thinking Strategies and our JSMA East Asia Collection.

Other Specialized Personnel. The digitization of the Gertrude Bass Warner collection holdings will require staff time to coordinate the student assistant data entry work, to catalogue foreign language materials, and to develop instructional modules to enhance access to the materials. We request funding to pay 15% of the salary of a coordinator from the UO Digital Scholarship Center to manage the project (\$6,750 / \$7,088 / \$7,442 / \$7,814). Funds are also requested (\$12/hr x 10 hrs/week x 30 weeks per year for 4 years) for student assistants to help

with digitization and basic data entry. Lastly, we plan to pay the Director of Research at CASLS to conduct an annual statistical correlation of language assessment tests taken by students in UO EA language courses (\$1,950 / \$2,048 / \$2,150 / \$2,257). All students in Chinese and Japanese language classes take the Computerized Assessment of Proficiency (CAP) test, which was developed and is administered by CASLS. These reports, which provide historical data and analysis, enable our language teaching faculty to make key adjustments to the curriculum based on overall proficiency scores.

In sum, we request a total of \$78,482 in Year 1, \$96,620 in Year 2, \$100,661 in Year 3, and \$104,901 in Year 4 for personnel. Except for student assistants, the salaries include a 5% Cost of Living Adjustment (COLA) for Years 2, 3, and 4.

FRINGE BENEFITS:

Fringe benefits (\$32,179 / \$42,180 / \$44,281 / \$46,487) are requested for faculty, instructors, coordinators, student assistants and GTFs. These rates are federally negotiated and are set based on the base salary and FTE of each individual.

TRAVEL:

We request funds to offset some of the travel expenses for the EA faculty and staff, including grants for language teachers to attend pedagogy workshops (\$1000 per year x 4 years); grants for faculty to travel to East Asia to attend conferences and establish professional linkages (\$2000 x 2 x 4 years); and funds for the Director or the Associate Director to travel to Dept of ED NRC meetings and workshops (\$1,400 x 4).

Our outreach plan will bring in outside experts to give public lectures and presentations at conferences. Funds are requested annually to pay for the related airfare and hotel expenses for these speakers (16 outside conference presenters [10 domestic x \$800 and 6 international x \$1,400] and 5 outside lecturers x \$1000 each year). Lastly, we request travel funds for our statewide and postsecondary outreach, which involves collaboration and resource sharing throughout our Oregon East Asia Network (OEAN). Specifically, we requested travel funds (\$300 x 10) for speakers from the network to lecture at other OEAN institutions around the state or to send our own faculty and EA specialists to give presentations at OEAN schools.

Our plan is to have teams of 2 outside experts evaluate our program twice during the four-year grant period. The evaluation teams, which will consist of one area and one language specialist from different institutions, require travel and per diem funding (\$1000 x 2).

Travel expenses for the entire grant period total \$32,800 in Year 1, \$30,800 in Year 2, \$32,800 in Year 3, and \$30,800 in Year 4.

ACQUISITIONS AND PROJECT SUPPLIES:

Funds are requested for library collection development and innovation, particularly in Transnational East Asian studies. We propose to purchase materials strategically, prioritizing the following: database subscriptions, reference material sets, multivolume collections, and cinema studies materials. The total requested for acquisitions is \$10,000 per year over the grant period.

Although most of our outreach materials will be available online through a variety of digital resources, we request funding to reproduce essential outreach materials, including printing and dissemination for our summer teacher training workshops (\$1,500 per year). We also request funds for printing and supplies (\$750 each year) to support our lecture series, conferences, and

workshops. Lastly, we request \$1000 per year for server storage and backup (which includes 1 TB for 3 copies backed up to preservation standards plus online access copies) for our East Asia digitization projects. Together, the Acquisitions and Project Supplies category totals \$13,250 per year.

OTHER:

These include a wide range of outreach activities and specialized workshops. Overall, we request \$153,300 (\$46,200 / \$34,700 / 37,700 / \$34,700).

K-12. In conjunction with the JSMA, we will host 15 K-12 teachers around the state to attend our “Exploring East Asia Through Writing” summer workshop. Funds are requested for participant stipends (\$250 x 15), lodging and meals for 10 out-of-town participants (\$120/day x 5 days), and stipends for faculty area expert presenters (\$200 x 8). Additional funds needed to implement the workshop include materials (\$30 x 15) and venue rental (\$100 x 5).

This summer workshop is expected to cost \$11,050 per year. Based on suggestions from our school district, we have planned for two cohorts of teachers (30 total) to participate over the 4 year period. This will allow each cohort to meet two years in a row, in an effort to: develop projects from the first workshop; spend the following school year implementing the curriculum; and use the second workshop session to evaluate and refine the curriculum, as well as share resources and best practices. All modules will be online with public access.

Community Colleges. In conjunction with our Oregon East Asia Network activities, we propose hosting an annual two-day summer workshop for community college instructors from Lane Community College (in Eugene) and Portland Community College. We will also collaborate with the Portland State University’s Middle East National Resource Center and the UO International Resource Center to offer a full compliment of sessions by area. Since these

workshops will alternate between Portland and Eugene, mileage (\$120 x 10) and lodging and meals (\$170 x 2 nights x 10) is requested for out-of-town participants. Additional funds needed to implement the workshop include stipends for faculty area expert presenters (\$200 x 8), materials (\$30 x 15) and venue rental (\$100 x 2). All talks will be videotaped and available to the public online through our “Best Lecture” website. The total cost of each summer workshop is \$5,650 per year.

Public, Web-Based, Postsecondary, and Statewide Programs. Department of Education funds will go toward 5 visiting speakers annually for our public lecture series. Each year \$2,500 is requested to cover the costs, including publicity (\$300/each), room rental (\$100/each) and videotaping (\$100/each). Support is also requested to hold two annual conferences each year, including room rental and A/V staffing (\$150 x 3 days x 2), publicity (\$275 x 2), and reception expenses (\$275 x 2).

As part of our Community College initiative and our general outreach program, we will videotape our EA faculty giving their “Best Lecture” and make these lectures available to a variety of audiences, including K-12, community colleges, OEAN institutions and the broader community. These lectures will be streamed online from a dedicated website and will include supplemental reading suggestions and other resources. We’ve budgeted \$500 per lecture to cover the expenses (\$200 for a faculty stipend and \$300 for the videotaping, editing, and streaming). We plan for 10 “Best Lectures” to be taped and available online in Year 1 and 5 each in Years 2, 3, and 4.

Working with our OEAN partners, including the international division of the Oregon Economic and Community Development Department, the Northwest China Council’s China Business Network, the Portland Chinese and Japanese Gardens, as well as other statewide

groups, we propose joint speaker events that will reach a broader audience and will be cosponsored by our member partners. Using the UO's Portland facilities, we will organize three such events per year and will contribute \$500 toward each event to cover professional service fees (\$300) and venue rental (\$200).

Evaluation, Assessment, and Professional Development. To ensure that the EA Common Core materials are on track with the needs of K-12 teachers, we will pay a master teacher from our local Eugene 4J school district to review and evaluate the materials we are developing throughout the year. This guidance will be crucial to creating rich, yet usable materials. We propose a professional services fee of \$2,000 per year.

In conjunction with CASLS, we will offer an annual workshop for language instructors and GTFs on using new classroom and mobile technologies. The College of Arts and Sciences has committed to extensive classroom renovations to make teaching with new technologies more effective. These renovations will also come with mobile equipment, such as iPads, so students can use real-world activities to learn languages. The costs of these workshops are estimated to be \$1,000 per year (\$600 for professional service fees for technology experts, \$200 for venue rental, and \$200 for refreshments).

In conjunction with the JSMA, we will organize a workshop to use the East Asia collection at the museum as a teaching tool. This workshop will provide EA and non-EA faculty valuable tools for fostering meaningful learning experiences from art objects and will demonstrate how to incorporate the visual arts into teaching. The costs of these workshops are estimated to be \$1,000 per year (\$600 for professional service fees for technology experts, \$200 for venue rental, and \$200 for refreshments).

Along with CASLS and the Teaching Effectiveness Program (TEP), we propose developing and administering a specialized workshop entitled “EA Cross Cultural Communication” with a focus on students from East Asia. These annual workshops are expected to cost \$2,500 (\$1,500 for professional service fees for workshop development and facilitation, \$500 for venue rental, and \$500 for refreshments). These workshops will be open to all UO faculty, but will be publicized specifically to non-EA faculty.

We request funds for an ACTFL Writing Proficiency Workshop for Chinese, Japanese, and Korean. All of our language teaching faculty have attended ACTFL OPI Workshops, and have requested this next step to enhance their ability to evaluate their students. These workshops will cost approximately \$2,000 each (\$1,250 for the professional services fee and \$750 for travel and per diem for the trainer).

We have budgeted funds (\$3,000 per year) to test a sample of students in all levels of Chinese, Japanese, and Korean language classes using a mock Oral Proficiency Interview (OPI). This data will be used in concert with the annual statistical correlation of language assessment report prepared by CASLS Research Director. This data will be shared with all language instructors at their annual pedagogy training workshop.

Lastly, we’ll perform bi-annual program evaluations, using two outside evaluators. We request \$1,500 for the professional service fee for each evaluator, for a total of \$6,000 over the grant period. Travel expenses for the 2 out-of-town evaluators are noted in the Travel category.

FLAS AWARDS:

We request FLAS support for four graduate students and four undergraduates for each year of the grant period, knowing that high-quality programs at the University attract high quality students. Per Department of Education guidelines, this amounts to \$18,000 for tuition and a

\$15,000 living stipend for each graduate student, and a tuition payment of \$10,000 and a \$5,000 living stipend for each undergraduate each academic year. We also request eight summer FLAS awards at fixed Department of Education levels (\$7500/student) for a total FLAS request of \$252,000 per year.

Appendix 2: Course List

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
ARCHITECTURE AND ART HISTORY												
Architecture and Landscape Architecture												
ARCH	430	Arch. Context: Place and Culture	Davis H		4	UG			60		x	x
	530	How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs.			4	G			34		x	x
LA	410	Urban Design in Asia	Ren L		4	UG				x		
	510				4	G				x		
LA	433	Japanese Gardens	Lovinger R		4	UG			5	x	x	x
	533				4	G			1	x		x
History of Art and Architecture												
ARH	199	Sp St Buddhism Art In this course you will explore Buddhism by studying and discussing paintings, prints, sculpture, murals, textile arts, illuminated manuscripts, and ritual objects.	Brinkley B	✓	3	UG		15		x		x
ARH	208	Hist of Chinese Art Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced.	Lachman C	✓	4	UG		161		x		x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
							FT2	W13	SP13	SU13			
ARRH	209	Hist of Japanese Art Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, Walley A	Walley A	✓	4	UG	156					x	x
		and other arts studied in relation to the culture in which they were produced.											
ARRH	210	Cont Asian Art & Architecture Broad survey of modern and contemporary Asian art, architecture, and film.	Lin J	✓	4	UG						x	
ARRH	387	Chinese Buddhist Art Introduction to selective aspects of the history of Buddhist art in China. Emphasis on sculpture and painting.	Lachman C	✓	4	UG	64					x	x
ARRH	397	Japanese Buddhist Art Major types and periods of Buddhist art and architecture in Japan. Includes painting, sculpture, gardens, monastic buildings and plans, ritual implements, and calligraphy. Emphasizes form and function.	Walley A	✓	4	UG	50					x	x
ARRH	399	Sp St Art and Film in China	Lin J	✓	4	UG						x	
ARRH	399	Sp St Japanese Art Edo	Oh Y	✓	4	UG						x	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
ARH	399	Sp St Manga Offerings vary from year to year and reflect the interests of faculty members.	Walley A	✓	4	UG			42			
ARH	410 510	Chinese Landscapes	Lachman C	✓ ✓	4 4	UG G					x x	
ARH	410 510	Eccentrics Japan Art Offerings vary from year to year and reflect the interests of faculty members.	Walley A	✓ ✓	4 4	UG G			32 3			
ARH	410 510	Japanese Architecture	Oh Y	✓	4 4	UG G					x x	
ARH	410 510	JPN Buddh Callg Offerings vary from year to year and reflect the interests of faculty members.	Walley A	✓ ✓	4 4	UG G	8 4					
ARH	410 510	Modern & Contemp China Offerings vary from year to year and reflect the interests of faculty members.	Lin J	✓ ✓	4 4	UG G	15 3					x x
ARH	410 510	Modern Asia Photography	Lin J	✓ ✓	4 4	UG G					x x	
ARH	410 510	Visualizing Japan Culture	Oh Y	✓ ✓	4 4	UG G					x x	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
ARH	410	Sp St Art and Film in China	Lin J	✓	4	UG						
	510			✓	4	G						x
	ARH	607	Sem Art & the City	Lin J	✓	4						G
ANTHROPOLOGY												
ANTH	341	Food Origins	Lee G		4	UG	114					
ANTH	345	Archaeology of E Asia Explores the evolution of diverse cultures and ethnic identities in East Asia during prehistoric and early historical times.	Lee G	✓	4	UG	30			x	x	
ANTH	410	Practica Archaeobotany	Lee G		4	UG				x	x	
ANTH	510				4	G				x	x	
ANTH	446	Practica Archaeology	Lee G		4	UG				x		
ANTH	546				4	G				x		
ANTH	610	Top in Archaeology	Lee G		4	G	6					
ASIAN STUDIES												
ASIA	350	What is Asia? An interdisciplinary seminar designed to introduce students to current theoretical debates about Asia, modernization, and area studies.	Buck D	✓	4	UG	41			x	x	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
ASIA	410 510	Food in Asia	Buck D	✓ ✓	4 4	UG G	24 7					
ASIA	611	Top Crit Appr Asian St Explores the diverse perspectives that define Asian studies. Samples conflicts, controversies, and areas of consensus that characterize the field.	Vu T	✓	1	G	5				x	
BUSINESS												
BA	361	Cross-Cul Bus Communication Theoretical and practical approach to value dimensions across cultures and their impact on communication in business and professional contexts.	Westerfield K		4	UG	32	28	30		x	x
BA	364	Intl Business Research	Westerfield K		4	UG			25		x	
BA	365	Cross-Cul Negotiation Theory and practice of negotiating effectively across cultures. Research and analysis of culturally specific models for negotiating and experience using those models in cross-cultural simulations.	Severson R		4	UG		30	32		x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
BA	410 510	Doing Business Abroad	Verner A		4	UG	F12	W13	SP13	SU13	x		
					4	G	38				x		
MGMT	420	Manag in Global Econ Economic, political and cultural challenges facing international managers. Topics include developing competitive global strategies and organizations,	Russo M		4	G	39	46			x		
												x	
MKTG	470	Int'l Mktg Analysis and development of marketing strategy and tactics for multinational and global markets.	Kahle L		4	UG	34	40			x	x	
BA	610	Global Business Environment	Verner A		3	G		26			x		
MGMT	620	Manag Global Business	Durant T		4	G					x		
BA	710	Global Study Hong Kong	Morse D	✓	4	G					x		
BA	726	Global Business	Connole H		4	G	28						

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
EAST ASIAN LANGUAGES												
<u>Chinese</u>												
CHN	101-103	1st Year Chinese Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.	Gigliotti D	✓	15	UG	85	61	52	28	x	x
CHN	199	Sp St Accelerated Chn	Han S	✓	5	UG	7	9	10			
CHN	201-203	2nd Year Chinese Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.	Mao F	✓	15	UG	46	46	39	24	x	x
CHN	301-303	3rd Year Chinese Continued training in listening, speaking, reading, and writing.	Wu J	✓	15	UG	35	26	32	64	x	x
CHN	399	Sp St Accelerated Lang Topic varies from term to term.	He A	✓	5	UG	8	12	15		x	x
CHN	411-412	4th Year Chinese Study of contemporary Chinese using written and spoken forms.	Wu J	✓	4	UG	19	15			x	x
	511-512			✓	4	G					x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13			
CHN	413	Top Issues Modern Cul	Wu J	✓	4	UG	17					x	x
	513			✓	4	G						x	x
CHN	436-437	Literary Chinese Readings in	Chen W	✓	4	UG	8	8					
	536-537	various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.		✓	4	G	1	1					
												x	x
Chinese Flagship (taught entirely in Chinese)													
PPPM	199	Sp St China Urban Sust	Yang Y	✓	4	UG						6	
CHN	199	Sp St Global Sch Chn	Beecher G	✓	1	UG	13	14	12				
												x	
CHN	381	City in Chn Lit & Film	Yang Y	✓	4	UG						5	
		Examines urbanization and urban culture in Chinese literature and film. Instruction in Chinese.											
LING	295	Language Culture & Soc Ways	Jing-Schmidt	✓	4	UG						11	
		in which language reflects culture and in turn determines cultural world view, interaction between language and social structure, social relations and interpersonal communication.											
ENG	399	Chinese Cont Cinema	Li D	✓	4	UG						7	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
CHN	439	Chinese Academic Writing	Chen W	✓	4	UG			6			
CHN	445	Top Business in CHN	Chen W	✓	4	UG			8			x
	545			✓	4	G						x
CHN	445	Top Chn Cul Geography	Chen W	✓	4	UG			9			
	545			✓	4	G						
CHN	445	Top Religion & Culture	Chen W	✓	4	UG			5			
	545			✓	4	G						
CHN	420-422	Inter Lang Strategies Focuses on topics in one of these areas:	Mao F	✓	4	UG	5	8	7		x	x
Japanese												
JPN	101-103	1st Year Japanese Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills.	Kawase S	✓	5	UG	178	138	118	68		x
JPN	201-203	2nd Year Japanese Additional training in oral-aural skills designed to build I	Kawase S	✓	5	UG	115	106	85	60	x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13			
JPN	301-303	3rd Year Japanese Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study.	Furikado Y	✓	5	UG	66	62	59	33	x	x	
JPN	411-413 511-513	4th Year Spoken Japanese Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.	Ikei R	✓ ✓	4 4	UG G	40 2	34 1	25 1		x x	x x	
JPN	414-416 514-516	4th Year Read/Writ Japan Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.	O'Brien Y	✓ ✓	4 4	UG G	48 4	44 3	34 2		x x	x x	
JPN	434-436 534-536	Adv Readings Japan Lit Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.	Idemaru K	✓ ✓	4 4	UG G	7 2	7 2	6 1		x x	x x	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
JPN	455	Jpn Bus Culture & Lang Provides extensive training in communication skills in all formats (oral and visual) in a business setting. The goal is a successful interview of local Japanese business people conducted in Japanese.	Nakadate N	✓	4	UG			8		x	
<u>Japan Global Scholars (taught entirely in Japanese)</u>												
JPN	199	Sp St Global Sch Jpn	Deegan P	✓	1	UG	15	5	8		x	
JPN	407	Sem JPN Architecture Studies and projects in Japanese literature or linguistics. Sources are in Japanese, English, or both.	Nakadate N	✓	4	UG	4					x
	507			✓	4	G	1					x
JPN	407	Sem Psych in Japanese Studies Furikado Y and projects in Japanese literature or linguistics. Sources are in Japanese, English, or both. R when topic changes.		✓	4	UG		6				
	507			✓	4	G	1					
<u>Korean</u>												
KRN	101-103	1st Year Korean Introduction to Oh B basic Korean grammar, syllabary, conversation, and characters.	Oh B	✓	5	UG	67	51	44	34	x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							FI12	W13	SP13	SU13		
KRN	201-203	2nd Year Korean Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters.	Koo H	✓	5	UG	34	26	26		x	x
KRN	301-303	3rd Year Korean Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills.	Koo H	✓	5	UG	14	7	4		x	x
KRN	399	Sp St 4th Year Korean	Oh B	✓	5	UG	4	6	4		x	x
EAST ASIAN LINGUISTICS AND PEDAGOGY												
FALL	209	Lang & Soc East Asia Introduction to language and society in East Asia. Topics include the structure of Chinese, Japanese, and Korean; politeness; intercultural communication; writing; minority and immigrant communities.	Brown L	✓	4	UG	69				x	x
KRN	315	Intro to Korean Ling Surveys general characteristics of the Korean language and places them in their cultural and historical context.	Brown L	✓	4	UG		6			x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
JPN	315	Intro Japanese Ling Survey of general characteristics of the Japanese language in the aspects of sound structure, vocabulary, writing system, meaning, and sentence constructions.	Idemaru K	✓	4	UG				6	x	
EALL	410	CHN/JPN/KRN Pedagogy	Brown L	✓	4	UG	3				x	x
	510			✓	4	G	8				x	x
EALL	410	CHN/JPN/KRN Sociophone	Idemaru K	✓	4	UG	2				x	x
	510			✓	4	G	1				x	x
EALL	410	Jpn/Krn Syntax The articulatory and acoustic analyses of Japanese and Korean sound systems.	Brown L	✓	4	UG		6			x	x
	510			✓	4	G		5			x	x
EALL	440	Japanese & Korean Phon	Idemaru K	✓	4	UG			5		x	x
	540			✓	4	G			2		x	x
EALL	460	Teach East Asian Lang Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums.			2	UG					x	x
	560					G	8				x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13			
CHN	480	Chinese Linguistics Introduces students to various linguistic levels of Chinese; covers basic concepts and methodologies of linguistic analysis, including the relationship between language structure, culture, and cognition.	Jing-Schmidt Z	✓	4	UG G	6					X	X
	580											X	X
CHN	581	Pedagogical Grammar Introduces students to theoretically grounded pedagogical approaches to Chinese as a foreign language. Topics include theoretical models, tones, characters, morphology, syntactic construction, and discourse pragmatics.	Jing-Schmidt Z	✓	4	G		3				X	X
CHN	602	Superv College Teach	STAFF		1 to 6	G						X	X
EALL	607	Sem Bibliogr & Methods	Jing-Schmidt Z		4	G			6			X	X

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
EAST ASIAN FILM AND LITERATURES												
Chinese Film and Literature												
CHN	150	Intro Chinese Novel Introduction to aesthetic and cultural values that shape Chinese narratives. Emphasis on traditional and/or modern novels, depending on the instructor. No background in Chinese necessary; taught in English.	Durrant S	✓	4	UG	96				x	x
CHN	151	Intro Chinese Film Introduction to the cinemas of China, Taiwan, and Hong Kong, featuring films by directors Zhang Yimou, Chen Kaige, John Woo, Wong Kar-Wei, and Ang Lee. No background in Chinese necessary; English subtitles.	Groppe A	✓	4	UG	149				x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
CHN	152	Intro Chinese Pop Cul Introduction to popular Chinese cultures in China, Hong Kong, Taiwan, and the United States. Discussion focuses on nationalism, globalization, identity, and gender. No background in Chinese necessary; taught in English.	Groppe A	✓	4	UG	F12	W13	SP13	SU13	x	x	
							124						
EALL	210	China: Culture Odyssey Introduction to the distinctive features of China's linguistic, literary, artistic, and religious-philosophical heritage. Includes guest lectures, films.	Waldrop L	✓	4	UG						x	
CHN	305	Hist of Chinese Lit Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.	Wang Y	✓	4	UG	78	78	81		x	x	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
CHN	308	Lit Modern Taiwan Surveys the literature of Taiwan from the postwar era to the present. Discussion focuses on national identity, gender, class, modernization, and globalization. Taught in English.	Groppe A	✓	4	UG		34			x	x
CHN	351	Gend/Sex Trad Chn Lit Examines the changing constructions of gender and sexuality in pre-modern China. Topics include arranged marriage and concubinage, attitudes toward the body and transgender identities. No background in Chinese necessary; readings in English.	Epstein M	✓	4	UG	38	40			x	x
CHN	399	Special Studies Topic varies from term to term. R for maximum of 12 credits.	STAFF	✓	1 to 5	UG		0	1		x	x
CHN	407 507	Sem Print Culture Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both.	Wang Y	✓ ✓	4 4	UG G	0 3					

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
CHN	423	Iss Early Chinese Lit Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative.	Durrant S	✓	4	UG	1	8				X
	523			✓	4	G						X
CHN	424	Iss Medieval Chinese Lit Explores scholarship on and questions raised about Chinese poetry and its characteristics.	Wang Y	✓	4	UG						X
	524			✓	4	G						X
CHN	425	Iss Mod Chinese Lit Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form.	Sang T	✓	4	UG	3					X
	525			✓	4	G						X
CHN	445	Top Religion & Culture Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business.	Chen W	✓	4	UG	1					X
	545			✓	4	G						X
CHN	607	Sem Republican Shanghai Studies and projects in Chinese literature, linguistics, or pedagogy. Sources in Chinese, English, or both.	Groppe A	✓	4	G				4		

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
CHN	607	Sem Rulin Waishi Studies and projects in Chinese literature, linguistics, or pedagogy. Sources in Chinese, English, or both.	Epstein M	✓	4	G				7		
CHN	607	Sem Tang Poetry Studies and projects in Chinese literature, linguistics, or pedagogy. Sources in Chinese, English, or both. R when topic changes.	Wang Y	✓	4	G		2				
EALL	607	Seminar: Chinese Literature topic	Epstein M	✓	2	G	7				x	x
Japanese Film and Literature												
JPN	199	Sp St Pop Globalization	Freedman A	✓	3	UG	18					
EALL	211	Japan: Culture Odyssey Introduction to distinctive features of Japan's linguistic, literary, artistic, and religious-philosophical heritage. Includes guest lectures, films.	Orme S	✓	4	UG				6	x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
JPN	305-307	Intro Japanese Lit Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, genres, and authors such as The Tale of Genji, Haiku, Kawabata, and Mishima.	Walley G	✓	4	UG	F12	W13	SP13	SU13	x	x
	59						100	95				
JPN	410 510	Contemporary Writers	Walley G	✓ ✓	4	UG G			1 2			
JPN	410 510	Early Modern Comics	Walley G	✓ ✓	4	UG G		25 1				x x
JPN	410 510	Haruki Murakami	Walley G	✓ ✓	4	UG G	18 3					x
COLT	410 510	Japanese Horror	Brown S	✓ ✓	4	UG G	45 3					
COLT	410 510	Tokyo Cyberpunk	Brown S	✓ ✓	4	UG G	45 2				x x	x x
JPN	425 525	Top Japan Youth Culture Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include youth culture, postwar literature, digital-age stories.	Freedman A	✓ ✓	4	UG G			25 4			

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
JPN	610	Japan's Global Media	Freedman A	✓	4	G		6				
<u>Korean Film and Literature</u>												
KRN	151	Intro to Korean Cinema Surveys Korean national cinema, from the earliest days of the medium to the present.	Kim D	✓	4	UG	40					x
KRN	360	Contemp Korean Film Introduction to contemporary South Korean film. Explores changes in film culture, practice, and industry in relation to social changes since the early 1990s.	Kim D	✓	4	UG					x	
KRN	361	Krn Pop Cul & Transnat Explores contemporary South Korean popular culture in a global frame and key issues in cultural transnationalization.	Kim D	✓	4	UG	25					x
CINE	399	Sp St Digital Cinema	Ok H	✓	4	UG					x	
KRN	399	Korean Lit/Film	Ok H	✓	4	UG					x	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13			
KRN	399	Sp St Imagin Modern Krn	The Lim S	✓	4	UG	25					x	
		goal of this course is to introduce students to modern South Korea through an examination of the various aspects and issues shaping its history, culture, and society.											
KRN	410	Violence in Korean Film & Culture	Kim D	✓	4	UG						x	
	510			✓	4	G						x	
KRN	410	Korean War in Lit	Lee B	v	4	UG	1						
	510			✓	4	G	1						
<u>Transnational East Asian Film and Literature</u>													
CINE	399	Sp St Trans Asian Film	Ok H	✓	4	UG	12					x	x
EALL	410	E Asian Cultural Studies	Kim D	✓	4	UG	9					x	x
	510			✓	4	G	4					x	x
EALL	410	Transnational Film	Kim D	✓	4	UG	23					x	x
	510	Introduction to language and society in East Asia. Topics include the structure of Chinese, Japanese, and Korean; politeness; intercultural communication; writing; minority and immigrant communities.		✓	4	G	1					x	x
EALL	410	Cultural Studies and East Asian Culture	Kim D	✓	4	UG							x
	510			✓	4	G							x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
COLT	410 510	Asian Horror	Brown S	✓ ✓	4 4	UG G		45 1				
COLT	410	Listening to Cinema	Brown S	✓	4	UG		38				
CINE	410 510	Global Mobile Media	Ok H	✓ ✓	4 4	UG G	20 20					
ETHNIC STUDIES												
ENG	242	Intro Asian American Lit Focuses on historical, cultural, and social issues in Asian America and surveys scholarship in Asian American studies.	Tanner M		4	UG		37	38		x	
ENG	670	Top Asian Am Lit & Cult	Li D		4	G					x	
ES	399	Sp St Asian Diasporas	Shiekh I		4	UG		7				
ES	440	Top Conf Asian Am Lit Examines race, literature, and culture from an interdisciplinary perspective. R four times for a maximum of 20 credits when topic changes.	Tanner M		4	UG			7			
ENG	365	Global Lit in English	Li D		4	UG						x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
GEOGRAPHY							F12	W13	SP13	SU13			
GEOG	201	World Regional Geog Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinct.	Foster D		4	UG	109	7				x	
GEOG	205	Geog of Pacific Asia Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia.	Su X	√	4	UG	33					x	x
GEOG	342	Geog of Globalization Historical and geographical dimensions of globalization; emphasizes economic and social factors. Topics include multinationals, trade agreements, sustainability, global inequalities, and racial and gender divisions of labor.	Buck D	√	4	UG	120					x	
GEOG	343	Society Culture & Place Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs.	Su X	√	4	UG	60	21				x	

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
GEOG	441 541	Political Geography	Clark J		4	UG G		22 3			x x	
GEOG	443 543	Global Migration Explores political, economic, and sociocultural dimensions of labor migration. Topics include capitalism and colonialism; state territoriality; urbanization; globalization; race, gender, and citizenship.	Nelson L		4 4	UG G			18 1		x	
GEOG	448 548	Tourism & Development Tourism-related concepts and practices associated with tourism planning, development, marketing, and impacts in different geographic contexts.	Su X	✓ ✓	4 4	UG G					x x	
GEOG	475 575	Top China & E Asia Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world.	Buck D	✓ ✓	4 4	UG G			11 2		x	
GEOG	475 575	Top China Pol & Urban	Su X	✓ ✓	4 4	UG G					x x	x x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
GEOG	410	Cultural Geography	Naylor L		4	UG	FT12	W13	SP13	SU13			
							3						
	510				4	G						x	
												x	
GEOG	475	Top China & E Asia	Buck D	✓	4	UG						x	
	575	Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world.		✓	4	G				2		x	
GEOG	632	Progress Human Geog	Recent Walker P		1	G	4					x	
		developments in cultural, economic, environmental and political geography. Lectures, readings, and presentation of faculty and student works in progress.											
HISTORY													
HIST	190	Found E Asian Civil	Goble A	✓	4	83						x	x
		Introduction to traditional China and Japan; Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body; literati class; samurai; Mongols and Manchus. Asim, Goble, Hanes.											

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
HIST	191	China Past & Present Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy.	Schwintzer E	✓	4	UG		126			x	x
HIST	192	Japan Past & Present Introduction to Japanese culture. Explores myth, tradition, modernity, and postmodernity with one eye trained on the future. Examples from personal experience.	Hanes J	✓	4	UG			97		x	x
HIST	387	Early China Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy.	Asim I	✓	4	UG		38				
HIST	396	Samurai in Film Examination of the image of Japan's warrior class, the most prominent social group in Japan for over seven centuries. Combines films, readings, and lectures.	Goble A	✓	4	UG				38	x	x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13			
HIST	399	Sp St War Age Japan	Goble	✓	4	UG						x	
HIST	407	Sem Sengoku Japan	Goble A	✓	4	UG						x	
	507			✓	4	G						x	
HIST	410	PAC War in Film	Grunow T	✓	4	UG							
	510			✓	4	G				15			
HIST	415	Top China & the World	Hasegawa M	✓	4	UG							
	515	Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters. R when topic changes.		✓	4	G				12			
HIST	487	Top China Since 1949 Survey	Goodman B	✓	4	UG						x	
	587	from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. I: Song and Yuan. II: Ming and Qing. III: Late Qing. IV: Republican China. V: China since 1949.		✓	4	G				12			

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
HIST	487	Top Ming & Qing Dynasty Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. I: Song and Yuan. II: Ming and Qing. III: Late Qing. IV: Republican China. V: China since 1949.	Asim I	✓	4	UG		25				
	587			✓	4	G		5				
HIST	490	Top Modern Japan III Political, social, and cultural history from ancient through -contemporary. Origins, aristocratic society, medieval age, Zen, warrior class, urban growth, modernization, imperialism, Pacific war, postwar society. I: Classical Age. II: Shogun's Japan, 1550-1800. III: Modern Age.	Hanes J	✓	4	UG			27			
	590			✓	4	G			4			

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
HIST	491	Medic & Soc Premod Jpn Examines the interweaving of folk, Buddhist, Chinese, and Dutch influences. Diseases, knowledge, sexual hygiene, and medical challenges in social context.	Goble A	✓	4	UG	35						
	591			✓		G	5						
HIST	498	Top Medieval Japan Aspects of social history through 1800--social change, hierarchy and power, interrelationship of society and religion, medieval transformations, warrior class. I: Buddhism and Society in Medieval Japan. II: Samurai and War. III: Medieval	Goble A	✓	4	UG	34					X	
	598			✓		G	5					X	X
HIST	608	Reinventing Japan	Hanes J	✓	5	G							X
INTERNATIONAL STUDIES													
INTL	199	Sp St Current News	Carpenter K		3	UG	22						
INTL	250	Val Sys Cross-Cul Pers	Carpenter K		4	UG	188					22	
INTL	260	Cul, Capital & Global Cultural and historical perspectives on the development of capitalism as a way of life and its relationship to contemporary global issues and imbalances.	Wooten S		4	UG	244						

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
INTL	340	Global Health & Devel Introduction to major issues in global health, their causes and possible solutions, with a focus on the poor in developing countries.	Yarris K		4	UG	58					
MUSIC AND DANCE												
MUS	407	Sem Popular Mus Study	Kajikawa L		4	UG					x	
MUS	614	Intro to Musicology	Kajikawa L		4	G	4	4				
POLITICAL SCIENCE												
PS	399	Gods & Gov	Koesel K	✓	4	UG	65					
PS	399	War & Mod States	Vu T		4	UG					x	
PS	342	Politics of China Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization.	Koesel K	✓	4	UG	24	30		x	x	
PS	410	Despots, Dictators and	Koesel K	✓	4	UG						x
	510	Democrats		✓	4	G						x

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment					2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13			
PS	460	East Asian Political Economy	Vu T	✓	4	UG							x
	560			✓	4	G							x
PS	607	Sem Comp Pol Economy	Vu T		4	G						x	
PS	607	Sem Comp Authoritarian	Koesel K	✓	4	G						x	
				✓	4								
PS	607	Sem States and Societies	Vu T	✓	4	G	14						
				✓	4								
RELIGIOUS STUDIES AND PHILOSOPHY													
REL	101	World Relig: Asian	Unno M		4	UG	144					x	x
		Introduction to related religious traditions of Asia, including Hinduism, Buddhism, Daoism, Confucianism and Shinto.											
PHIL	213	Asian Philosophy Introduction to classic writings in the Chinese, Indian, Japanese, and other Asian philosophical traditions.	Simpson C	✓	4	UG				18		x	
REL	253	Rel, Love, and Death	Unno M	✓	4	UG	77						
		Examines the interplay of themes of religion, love, and death in Asian and Western literature and media.											

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
							F12	W13	SP13	SU13		
REL	302	Chinese Religions Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Han Confucianism, religious Taoism, Chinese Buddhism, Neo-Confucianism, religion in China today.	Grosz E	✓	4	UG		36			x	x
REL	303	Japanese Religions Early Shinto and its developments, Japanese Buddhism, transformation of Taoism and Confucianism, medieval Shinto, religion in the Tokugawa period, Nationalistic Shinto, folk religion, new religions.	Grosz E	✓	4	UG				20		
REL	444 544	Medieval Jpn Buddhism Medieval Japanese Buddhism of the 12th and 13th centuries. Examination of religious thought and cultural history including Zen and Pure Land.	Unno M	✓ ✓	4 4	UG G			14 3			

Dept	Course #	Course Title	Instructor	Cross Listed	CR	Level	2012-13 Enrollment				2013-14 Offered	2014-15 Planned
SOCIOLOGY							F12	W13	SP13	SU13		
SCO	446	Soc Work & Global	Otis E	✓	4	UG		12				
	546			✓	4	G		10				
SOC	450	Soc of Developing Area	Otis E		4	UG		28				
	550					G		12				
SOC	646	Top: Labor	Otis E		4	G		10				

Appendix 3: Faculty Bios

East Asia Faculty Biographical Sketches

Teaching Faculty

Anthropology

Gyoung-Ah Lee, Associate Professor1

Architecture and Allied Arts

Kyu-ho Ahn, Assistant Professor.....1

Doug Blandy, Professor2

Nancy Cheng, Associate Professor2

Howard Davis, Professor3

John Fenn, Assistant Professor3

Kevin Nute, Professor4

Ying Tan, Associate Professor.....4

Ron Lovinger, Professor5

Business

Lynn Kahle, Professor5

Center for Applied Second Language Studies

Julie Sykes, Director6

East Asian Languages and Literatures

Chinese Film/Literature

Roy Chan, Assistant Professor.....6

Maram Epstein, Assoc. Professor7

Alison Groppe, Assistant Professor7

Wendy Larson, Professor.....8

Yugen Wang, Assoc. Professor8

Chinese Language and Linguistics

Weijun Chen, Instructor.....9

Denise Gigliotti, Senior Instructor9

Zhuo Jing-Schmit, Assoc. Professor.....9

Fengjun Mao, Instructor.....10

Jean Wu, Senior Instructor.....10

Japanese Film/Literature

Alisa Freedman, Assoc. Professor11

Daisuke Miyao, Assoc. Professor11

Glynne Walley, Assistant Professor12

Jason Webb, Assistant Professor12

Japanese Language and Linguistics

Yukari Furikado, Instructor12

Reiko Hashimoto, Senior Instructor13

Kaori Idemaru, Associate Professor13

Rika Ikei, Senior Instructor.....14

Sae Kawase, Instructor.....14

Naoko Nakadate, Senior Instructor.....14

Yoko O'Brien, Instructor15

Korean Film/Literature

Dong Hoon Kim, Assistant Professor..15

Korean Language

Lucien Brown, Assistant Professor.....16

Eun young Lee, Instructor.....16

Bomi Oh, Senior Instructor.....16

English

David Li, Professor16

Geography

Daniel Buck, Associate Professor.....17

Xiaobo Su, Associate Professor.....18

History

Ina Asim, Assoc. Professor.....18

Andrew Goble, Professor.....18

Bryna Goodman, Professor.....19

Jeffrey Hanes, Assoc. Professor.....20

History of Art and Architecture

Charles Lachman, Assoc. Professor.....20

Jenny Lin, Assistant Professor.....21

Akiko Walley, Assistant Professor21

Honors College

Susanna Lim, Assoc. Professor.....22

Roxann Prazniak, Assoc. Professor22

Journalism

Kyu Ho Youm, Professor.....23

Law

Eric Priest, Assistant Professor23

Linguistics

Scott DeLancey, Professor.....24

Music

Loren Kajikawa, Assistant Professor24

Planning, Public Policy, and Management

Yizhao Yang, Assistant Professor.....25

Political Science

Karrie Koesel, Assistant Professor25

Tuong Vu, Assoc. Professor26

Religious Studies

Mark Unno, Assoc. Professor26

Sociology

Eileen Otis, Assoc. Professor.....27

Active Faculty Emeriti

Steve Durrant, Professor, EALL28

Alexandra Bonds, Prof, Theater Arts....28

Other Faculty and Administrators

Sheila Bong, Director, Global Studies Institute29

Vinnie Burns, Program Coordinator, Study Abroad.....29

Noelle Jang, Korean Cataloger, Knight Library29

Anne Rose Kitagawa, Chief Curator, Jordan Schnitzer Museum of Art30

Kevin McDowell, Japanese Studies Librarian, Knight Library.....30

Lori O'Hollaren, Associate Director, Center for Asian and Pacific Studies31

Xiaotong Wang, Chinese Studies Specialist, Knight Library31

Yifang Zhang, Outreach Coordinator, Center for Asian and Pacific Studies31

Gyoung-Ah Lee
Anthropology

Department: Dept. of Anthropology, Associate Professor

Education: Ph.D. University of Toronto, 2003 (Anthropology); Master, University of Toronto, 1997 (Anthropology); B.A. Seoul National University, Korea, 1992

Academic Experience: Associate Professor UO (2013-present); Assistant Professor UO (2007-2013); Researcher and Lecturer Institute of Historical Research, Seoul National University, South Korea (2006-2007); Postdoctoral Fellow, La Trobe University, Australia (2004-2006)

Overseas Experience: Canada, Korea, Vietnam, Indonesia, Japan, Australia

Languages: [5= near native; 1= beginner]: Korean (5); English (5); Mandarin (1); Japanese (1), French (1)

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Archaeology of East Asia; Prehistory of Northeast Asia

Research and teaching specialization: early historical periods in Korea; the Neolithic to Shang periods in China; Jomon-Yayoi periods and Ainu history in Hokkaido

Recent publications: Archaeological perspectives on origins of azuki (*Vigna angularis*), *The Holocene* (2013); Reevaluation of sorghum recovered from the Yangshao period Dahecun site, Zhengzhou (with L. Liu, G. W. Crawford, X. Chen, X. Ma, L. Li, and J. Zhang, *Kaogu* (2012); Archaeological soybean (*Glycine max*) in East Asia: does size matter? (with G. W. Crawford, Y. Sasaki, and C. Xuexiang), *PLOS ONE* (2011); Transition from foraging to farming in prehistoric Korea, *Current Anthropology* (2011);

People and plants from the Neolithic to the Shang periods in North China (with G. W. Crawford, L. Liu, and X. Chen), *Relics from South* (2008); Contextual analysis of plant remains at the Erlitou-period Huizui site, Henan, China (with S. Bestel). *Bulletin of Indo-Pacific Prehistory Association* (2007); Plants and People from the Early Neolithic to Shang periods in North China (with G. W. Crawford, L. Liu, and X. Chen). *Proceedings of National Academy of Sciences of USA* (2007); Evidence for the beginning of rice domestication in China: a response to Fuller et al (with L. Liu, L. Jiang, and J. Zhang). *Holocene* (2007);

Number of dissertations or theses supervised in past five years: 5

Distinctions: 2012-5 Social Sciences and Humanities Research Council of Canada Partnership; 2013 Jeremiah Lecture Series Grant; 2013 University of Oregon Confucius Institute Global China Study Grant

Kyu-ho Ahn
Architecture

Department: Architecture, Assistant Professor

Education: M.F.A., Interior Design, College of Design, Iowa State University, Ames, Iowa; B.F.A. Industrial Design, College of Fine Arts, Hong Ik University, Seoul, Korea

Academic Experience: 2008- present, Asst. Professor, Interior Architecture, UO; Asst. Professor, Design, Housing, and Merchandising; Oklahoma State; 2002-2005 Asst. Professor, Department of Art and Design, California State University, Fresno

Overseas Experience: Korea

Languages: [5= near native; 1= beginner]: Korean – 5; English - 5

Percentage of Time dedicated to area/ international studies: 25%

Area courses taught: Design seminar, Interior Design foundation. Retail Design. Intermediate and advanced interior design studio, Presentation techniques, Computer design application

Recent publications/creative work: Ahn, K. (2013), "BluePath Survey: Empathy for Accessibility Beyond ADA Regulations and Enhancement of Diversity Awareness," Abstract published in 2013 Interior Design Educators Council Annual Conference Proceedings, pp. 509-516, Indianapolis, IN. ; Ahn, K., Suh, Y., and Jang, S. (2012), "Bicultural Thinking in Design Studio Learning: Eastern vs. Western Design Thinking," Abstract published in 2012 Interior Design Educators Council Annual Conference Proceedings, 234-242, Baltimore, MD.

Number of dissertations and theses supervised in past 5 years: 4

Distinctions: 2012- LILAC Award, Lane Independent Living Alliance (LILA), Eugene, OR. 2011- Interior Design Educators Council (IDEC) Teaching Excellence Award Nomination by the Department of Architecture, University of Oregon, "Korea Interior Design Exchange Program."

Doug Blandy
Arts and Administration

Department: Arts and Administration

Education: Ph.D. Art Education, The Ohio State University (1983); M.A. Art Education, The Ohio State University (1979); B. S. Art Education, The Ohio University (1974)

Academic Experience (current and previous academic positions at the UO): Senior Vice-Provost for Academic Affairs, 2012 -; Associate Dean for Academic Affairs, School of Architecture and Allied Arts, 2004 – 2012; Director, Arts and Administration Program, 2006 -2012; Professor (Assistant, Associate) 1987 - present

Overseas Experience: Co-founder and Director of ChinaVine.org which educates children, youth, and adults about China's cultural heritage

Languages [5= near native; 1= beginner]: Mandarin (1)

Percentage of Time dedicated to area/ international studies: 15%

Area courses taught: No specific area course taught at this time. I do have a research team made up of 3-5 graduate students who are receiving research credits from me for work that they are doing that contributes to ChinaVine.org

Recent publications: (2012). (co-authored with J. Fenn). Sustaining Cities and Community Cultural Development. *Studies in Art Education*. 53(4), 270-282.; (2012). Matter matters. (co-edited with P. Bolin). Reston, VA: National Art Education Association (2010). (co-authored with K. G. Congdon). The making of ChinaVine: Partnering across countries. In A. Arnold, E. Delacruz, A. Kuo & M. Parsons

(Eds). *Globalization, art, and education*. Reston, VA: NAEA; (2010). (co-authored with K. G. Congdon).

Developing ChinaVine.org: Educating Inside and Outside the Site. In B. Sweeny (Ed). *Inter/sections inter/actions: Art education in a digital visual culture*. Reston, VA: NAEA

Number of dissertations and theses supervised in past 5 years: None due to Administrative positions.

Distinctions: National Art Education Association Beverly Levett Gerber Special Needs

Life Time Achievement Award, 2014; Elected a National Art Education Association Distinguished Fellow for life-time achievement and contributions to the field; Elected to National Art Education Association Research Commission, 2012; National Art Education Association Art Educator of the Year, 2010

Nancy-wen Cheng
Architecture

Department: Architecture

Education: B.A. cum laude Yale, Architecture and Engineering (Mechanical) double major; M.Arch. Harvard Graduate School of Design

Academic Experience (current and previous academic positions): Assoc. Professor of Architecture, University of Oregon, 2002-present; Lecturer, Department of Architecture, University of Hong Kong, 1993-1996; 2010-present: Program Director, Xian Dai Architectural Exchange, coordinated 2012 & 2013 Sustainable Design course for visiting architects; 2002-2005 Faculty coordinator, University of Hong Kong student exchange

Overseas Experience: Sept 1993-May 1996 Lecturer, Univ Hong Kong; Sept 1996-June 2002 Asst Prof, U of O; June-Aug 2002 Rome Architecture and Urban Design Program Director; Sept 2003-present, Assoc Prof, U of O; Sept 2009-Aug 2013 Portland Arch Program Director, U of O

Languages [5= near native; 1= beginner] Mandarin Chinese – 2; French – 2; Italian - 1

Percentage of Time dedicated to area/ international studies: 10%

Recent publications: Lilley, B., Hudson, R. Plucknett, K. et. al. (2012) Ceramic Perspiration: Multi-Scalar Development of Ceramic Material, *ACADIA '12: Synthetic Digital Ecologies* [32nd Annual Conference of the Association for Computer Aided Design in Architecture (ACADIA) ISBN 978-1-62407-267-3] San Francisco, October 18-21, 2012, pp. 97-108.; DeFreitas, S. "Smart Digital Origami Sunshades Shape the Light", *Earth Techling*, September 13th, 2012. <http://www.earthtechling.com/2012/09/smart-digital-origamisunshades-shape-the-light/>

Number of dissertations and theses supervised in past 5 years: supervised 20, co-supervised 14

Distinctions: 2014 Visiting Fellow, Studio for Creative Inquiry; 2009-2011 President, Association for Computer Aided Design in Architecture; 2004-5, national Chair, Technology in Architectural Practice Knowledge Community, American Institute of Architects

Howard Davis
Architecture

Department and Tenure Status: Department of Architecture, Professor, tenured

Education: B.S. in Physics, The Cooper Union, New York; M.S. in Physics, Northwestern University; M.Arch., University of California, Berkeley

Academic Experience (current and previous academic positions): On University of Oregon faculty since 1986; Visiting positions at Edinburgh University, Universidad Autonoma de Baja California

Overseas Experience: Research in China, Japan, India, Nepal, UK and various other countries

Languages: [5= near native; 1= beginner]: Spanish (3); French (2)

Percentage of Time dedicated to area/ international studies: 25%

Area courses taught: Vernacular Building (Arch 434/534) and Architectural Contexts: Place and Culture (Arch 430/530) both include material on East Asia. An architecture design studio taught in Fall 2010 focused on projects in Guangzhou, China. Now collaborating with the University of Hong Kong on an online course (MOOC) titled "The Search for Vernacular Architecture of Asia"

Research/teaching Specialization: Architectural design, vernacular architecture, urban architecture, housing, urban morphology, the architecture and urbanism of local urban districts and their relationship to economic activity

Recent publications: With Louis Nelson. "Houses of Guangzhou: Shifting Identities Amid Morphological Warfare." IASTE Working Papers Series, 2006. With Matthew Brown.

Number of dissertations and theses supervised in past 5 years: 6

Distinctions: Distinguished Professor, Association of Collegiate Schools of Architecture, 2009; University of Oregon Faculty Excellence Award, 2009 ; Book *The Culture of Building* awarded "Best Publication in Architecture and Urban Studies" by the Association of American Publishers in 2000; Thomas Herman Teaching Award, 2011

John Fenn
Arts and Administration

Department: Assistant Professor, Arts and Administration

Education: Ph.D., Folklore and Ethnomusicology, Indiana University, Bloomington, May 2004; Master's Degree, Folklore, Indiana University, Bloomington, July 1998; Bachelor of Arts (with distinction), Anthropology with a minor in Studio Arts/Photography. University of California, San Diego, June 1992

Academic Experience: Assistant Professor, Arts and Administration Program, University of Oregon, 2009-present; Visiting Assistant Professor (Adjunct), Arts and Administration Program, University of Oregon, 2007– 2009; Assistant Professor (Adjunct), Department of English, University of Oregon, 2005–2007; Assistant Professor, Music Program, Department of Performance Studies, Texas A&M University, 2004–2005

Overseas experience: Extensive travel overseas for ethnographic fieldwork in China and Malawi

Percentage of Time dedicated to area/ international studies: 35%

Area courses taught: Folk music, Ethnomusicology, Arts Management

Research and teaching specializations: Folk music, Ethnomusicology, Arts Management

Recent publications: Fenn, J. (2014). Mimetic inquiry: ethnography, creative analysis, and digital tools. *Leonardo* 47 (1), 86–87. Blandy, D. and Fenn, J. (2014). Public culture and heritage: a Beijing-based field school. *Journal of Cultural Research in Arts Education* 30, 61–82. Fenn, J. (2012). Cultural ecology, sound, and ChinaVine: an approach to arts education. *International Journal of Arts Education* 10 (2), 1–26.

Number of dissertations or theses supervised in past 5 years: 2

Distinctions: UO International Affairs Global Scholars Program grant, 2009; UO Sony Scholars Award, University of Oregon, 2009; Equity and Diversity Fellowship, University of Oregon, 2008; Ad-hoc Faculty and Staff Grant, Glasscock Center for Humanities Research, Texas A&M University, 2004; Doctoral Student Grant-in-Aid, University Graduate School, Indiana University, Bloomington, 2001; Student Travel Grant, Society for American Music, 2001

Kevin Nute
Architecture

Department: Architecture

Education: Ph.D., Cambridge University, 1993; B.Arch., Nottingham University, 1985; B.A. Architecture and Environmental Design, Nottingham University, 1981

Academic Experience (current and previous academic positions): Professor of Architecture, University of Oregon, 2007 to present; Associate Professor of Architecture, University of Oregon, 2000—2007; Associate Professor of Architecture, Muroran Institute of Technology, Japan 1996—2000; Part-Time Lecturer, Cambridge University, Cambridge, England, 1993—1994

Overseas Experience: Japan Society for the Promotion of Science Research Fellow, Tokyo University, Japan, 2005—2006; Japan Foundation Research Fellow, Tokyo University, Japan, 1995—1996; Japanese Ministry of Education Research Scholar, Tokyo University, Japan, 1988—1990

Language Proficiency: [5= near native; 1= beginner]: Japanese 3

Percentage of Time dedicated to area/ international studies: 20%

Area courses taught: Time in Architectural Space

Recent publications: *The Mirror and the Frame: John Yeon and the Landscape Art of China and Japan* (John Yeon Center, Univ. of Oregon, 2010).; *Place, Time and Being in Japanese Architecture* (New York: Routledge, 2004).; *Frank Lloyd Wright and Japanese Culture* (Tokyo: Kajima Institute Publishing, 1997).; *Frank Lloyd Wright and Japan: The Role of Traditional Japanese Art and Architecture in the Work of; Frank Lloyd Wright* (New York: Van Nostrand Reinhold, 1993).

Number of dissertations and theses supervised in past 5 years: 2

Distinctions: JSPS Research Fellowship (\$40,000 for work on Natural Phenomenal Change in Building Interiors) 2005; Japan Foundation Research Fellowship (\$60,000 for work on Place, Time and Being in Japanese Architecture) 1995; A.I.A. International Book Award (*Frank Lloyd Wright and Japan*) 1994

Ying Tan
Art

Department and tenure status: Professor, Allied Arts and Administration

Education: Master of Art Education, Computer Graphics & Animation, Georgia State University, School of Arts, Atlanta 1993; Master of Fine Arts equivalent, Communication Arts and Design, Central Academy of Arts and Design, Beijing, China 1986

Academic experience (positions held): Associate Professor, Visual Design/Multimedia Design, Department of Fine and Applied Arts, University of Oregon [1996-present]; Director, Multimedia Design Program, Department of Art, University of Oregon [2002-2003];

Overseas experience: Guest Professor, Shandong Art and Design University, Jinan, Shandong, P.R.China (2004-present); Resident Academic Program Director, Summer in Siena (Art), Resident Director, 2007 and 2008 Art in China Program.

Language(s): [5= near native; 1= beginner]: English, 5; Chinese, 5+ (native)

Percent of time dedicated to area/international studies courses: 25%

Area/International studies courses taught: Art in China 2007 and 2008 programs, Summer in Siena 2003 Art course

Research and teaching specialization: Communication Design, Experimental Animation

Recent publications: Art exhibition - "Digital Safari;" "Pacific Current;" "Across the Divide III" etc.

Number of dissertations or theses supervised in past five years: 5

Distinctions: International Festival of Cinema and Technology, NYC, July 23-24, 2005; D-Art 2003 Information Visualization Conference in London, England June 5-8, 2003; Mediarama 2002, the Electronic Art Festival, Seville, SPAIN; November 2002.

Ron Lovinger
Landscape Architecture

Department and tenure status: Professor, Landscape Architecture Department

Education: B.F.A., Illinois, 1961; M.L.A., Pennsylvania, 1963; Reg. Landscape Architect, Oregon and Pennsylvania, 1965

Academic experience (positions held): Visiting Professor: University of Edinburgh, Israel Institute of Technology, University of Pennsylvania, Chinese University of Hong Kong.

Overseas experience: I have designed and built Gardens and Parks in Israel, Canada, Mexico and Japan.

Language(s) with proficiency level indicated: [5= near native; 1= beginner]: Japanese 2, French 2, Hebrew 3, Italian 2.

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: Landscape Architecture 533: The Japanese Garden

Research and teaching specialization: Design Theory, Experiential Landscape Patterns, Planting Design

Projects published: "The Klaussen Garden" in *The Secret Gardens of Cambridge* (2005)

Distinctions: Horikawa canal restoration project in Kyoto

Lynn Kahle
Business

Department: Marketing, Lundquist College of Business, Ehrman Giustina, Professor and Head of Marketing

Education: Ph.D. Nebraska '77; MA, Pacific Lutheran University '74; BA Concordia Sr. College, Ft. Wayne, IN '73, AA Concordia College, Portland, OR '71

Academic Experience (current and previous academic positions): 1983-present Assistant to Full Professor (with tenure) of Marketing, University of Oregon; 1980-1983 Assistant Professor of Psychology, University of North Carolina at Chapel Hill; 1978-1980 NIMH Postdoctoral Fellow, Survey Research Center, Institute for Social Research, University of Michigan

Overseas Experience: See vita

Languages [5= near native; 1= beginner]: English (5), German (2)

Percentage of Time dedicated to area/ international studies: 50%

Area courses taught: International Marketing

Recent publications: Reiter, Karlin, and Lynn R. Kahle (in preparation, under contract). *Marketing Movies Today: How Studios Are Leveraging Social Media to Promote Feature Films*. New York, NY: Business Expert Press, expected 2014.; Tan, Soo Jiuan, Siok Kuan Tambayah, & Lynn R. Kahle (in press). "A Sequential Cross-sectional Study of Values in Singapore." In Bernd Schmitt and Leonard Lee, Eds. *Consumer Psychology and the Asian Consumer*. Armonk, NY: M. E. Sharpe, forthcoming.

Number of dissertations and theses supervised in past 5 years: 3

Distinctions (selected): Stewart Distinguished Faculty Award for 2014; Teaching Award, Applied Information Management Master's Program, 2006; American Psychological Association Council Rep., 2013-2015

Julie M. Sykes
Center for Applied Second Language Studies

Department: Center for Applied Second Language Studies; Department of Romance

Education: PhD University of Minnesota, May 2008

Academic Experience (current and previous academic positions): August 2013-present Director, Center for Applied Second Language Studies Courtesy Assistant Professor, Department of Romance Languages University of Oregon, August 2008-

July 2013 Assistant Professor, Department of Spanish and Portuguese, University of New Mexico

Overseas Experience: Assistant Onsite Director and Instructor Supervisor, Mexico Summer Program, Arizona State University Summer Study Abroad Programs (2005)

Languages [5= near native; 1= beginner]: Spanish: 5, Portuguese: 2

Percentage Of Time Dedicated to area/international studies: 75%

Area courses taught: I teach graduate courses on technology and language learning at UO and have previous taught courses on intercultural competence, pragmatics, and sociolinguistics

Recent Publications: Sykes, J. & Reinhardt, J. (2012). *Language at Play: Digital Games in Second and Foreign Language Teaching and Learning*. Series on Theory And Practice In Second Language Classroom Instruction, J. Liskin-Gasparro & M. Lacorte, series eds. Pearson-Prentice Hall. 2013. Sykes, J. (Published in Japanese, translated by Kazumi Hatasa). Digital Games and Second Language Pragmatic Acquisition. In *Topics in Japanese SLA* K. Hatasa (Ed.). 2012. Cohen, A. & Sykes, J. Strategy-based learning of pragmatics for intercultural education. In F. Dervin and A. Liddicoat, *Linguistics for Intercultural Education in Language Learning and Teaching*. John Benjamins, 87-111.

Number of dissertations and theses supervised in past 5 years: 4

Distinctions: 2011-2012 Outstanding New Faculty of the Year, University of New Mexico, and Albuquerque; 2012 Young Alumni of the Year, California Lutheran University, Thousand Oaks, CA.

Roy Chan
East Asian Languages and Literatures

Department: East Asian Languages and Literatures

Education: Ph.D., Comparative Literature, University of California at Berkeley (2009), B.A., Russian and Comparative Literature, University of Washington (2002)

Academic Experience (current and previous academic positions): Assistant Professor, University of Oregon (2013-present), Assistant Professor, College of William and Mary (2009-2013)

Overseas Experience: 2007-2008 Fulbright IIE Scholar at Tsinghua University, Beijing, China

Languages [5= near native; 1= beginner]: Mandarin Chinese – 5; Russian – 5; Cantonese – 4; French – 4; Japanese – 3; German – 2

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: CHN 607 Form and Meaning in Modern Chinese Culture, CHN 351 Gender and Sexuality in Modern Chinese Literature, CHN 410/510 Reading Socialist Texts (in Chinese)

Recent publications: Occupied Dream: "Politico-Affective Space and the Collective in Zong Pu's Fiction," in *Modern Chinese Literature and Culture*, 25.2, and "Dreaming as Representation: Lu Xun's Yecao and Realism's Responsibility," forthcoming in *Journal of Modern Literature in Chinese*

Distinctions: An Wang Postdoctoral Fellow, Fairbank Center for Chinese Studies, Harvard University (2011-2012)

Maram Epstein
East Asian Languages and Literatures

Department and Tenure Status: Associate Professor of Chinese Literature, EALL; Tenured
Education: Ph.D. in East Asian Studies, Princeton University, 1992; A.B. in Comp Lit, Princeton University, 1983.
Academic Experience: Department Head, EALL UO, 2010-13; Academic Director Chinese Flagship, UO 2007-2010; Director, Asian Studies Program, UO, 2003-2007; Associate Professor, EALL, 2000-present; Assistant Professor, 9/94-2000; Assistant Professor, Modern Languages, Hobart & William Smith Colleges, 9/91-6/94.
Overseas Experience: Research at the Number One Historical Archives, Beijing, 2000-2003, 2005.
Languages: [5= near native; 1= beginner]: Chinese 4; French 4; German 3
Percent of Time Dedicated to Area/International Studies Courses: 100%
Area/International Studies Courses Taught: Lust, Love, and Family; Rulin waishi; Orthodox Passions; Sex and Agency: Women in Late Imperial China; What is Asia?; Perspectives on Asian Studies; Issues in Asian Studies; Chinese Novel; Chinese Cinema; Classical Chinese; Chinese Narrative; Honglou meng; Jin Ping Mei; Rulin waishi; Shuihu zhuan; Chinese Short Story; Lyric Self; Sex and Gender in Premodern China; Sex and Gender in Modern China.
Research and Teaching Specialization: Late-imperial Chinese literature, gender, history of emotions, cultural studies
Recent Publications: "Turning the Authorial Table: Women Writing Wanton [Wo]Men, Shame, and Jealousy in Two Qing Tanci." In *Wanton Women*, under contract with Brill. "Making Sense of Bao-yu: Staging Ideology and Aesthetics"; in *Approaches to Teaching The Story of the Stone*. MLA. 2012.; "Patrimonial Bonds: Daughter, Fathers, and Power in Tianyuhua," *Late Imperial China* 32.2, 2011. "Ritual Innovation as Emotional Expression." *Nannü* 11.2, 2009. "Is Bao-yu a Normal Boy?" "Making a Case: Characterizing the Filial Son"; in *Writing and Law in Late Imperial China*. Seattle and London: University of Washington Press, 2007; "Sons and Mothers: The Social Construction of Filial Piety in Late-Imperial China"; in *Love, Hatred and Other Passions: Questions and Themes on Emotions in Chinese Civilization*, Brill, 2006.; "Modernizing a Masculinist Fantasy: A Republican Edition of Yesoupuayan" In *Embodied Modernities: Corporeality, Representation and Chinese Cultures*. University of Hawai'i Press, 2006. *Honglou meng de yinyang jiegou yu xingbie yiyi* In *Ming Qing wenxue yu xingbie yanjiu*, 2002.
Number of Dissertations or Theses Supervised in Past Five Years: Ph.D. 7
Distinctions: NEH Summer Fellowship 2014; ACLS, 1997-8 and 2006-7. Humanities Center Research Fellowship, 2006 and 2014; China Cultural Research Fellowship, 2000.

Alison Groppe
East Asian Languages and Literatures

Department: East Asian Languages & Literatures
Education: Harvard PhD 2006, East Asian Languages & Civilizations, Harvard MA 1995, Regional Studies, East Asia; Wellesley College, BA 1989, English Literature & Chinese Language & Literature
Academic Experience: Assistant Professor of Modern Chinese Literature & Culture, University of Oregon 2008-present; Visiting Assistant Professor of Chinese, University of Oregon, 2007-2008; Adjunct Instructor of Chinese, University of Massachusetts, Boston Fall 2005 (Chinese 101, Elementary Chinese)
Languages: Mandarin = 5; Japanese for scholarly reading, 3
Percentage of time to area studies: 100%
Area courses taught: Intro to Chinese Film; Modern Taiwan Fiction & Film; Intro to Chinese Popular Culture; Sinophone Critique seminar; Chinese Film & Theory course; Shanghai Nostalgia seminar; Nativism in Chinese-language Literature & Film seminar; Issues in Modern Chinese Literary & Cultural Studies; Sinophone Malaysian Literature seminar(s).
Number of dissertations/theses supervised in past 5 years: 5 (4 complete, 1 ongoing)
Recent publications: Book: *Sinophone Malaysian Literature: Not Made in China* (Amherst, NY: Cambria Press, 2013); Book chapter: "'Singlish' and the Sinophone: Nonstandard (Chinese/English) Languages in Recent Singaporean Cinema." In *Sinophone Cinemas*, eds. Audrey Yue & Olivia Khoo. Basingstoke: Palgrave Macmillan, 2014. 147-168.; Encyclopedia entry: "Li Yongping." *Routledge Encyclopedia of Modernism*. In press (expected 2015)

Wendy Larson
East Asian Languages and Literatures

Department: Vice Provost for Portland Programs; Professor, East Asian Languages and Literatures
Education: Ph.D., Oriental Languages, UC Berkeley (1984); M.A., Oriental Languages, UC Berkeley (1979); B.A., Chinese, University of Oregon (1974)
Academic Experience: Assistant Professor to Professor, UO (1984 - present); Associate Dean of Humanities (2002-6); Dean of the College of Arts and Sciences (2006-8); Vice Provost for Portland Programs (2008-); Related Experience: Overseas Study Center in Beijing, Oregon State System of Higher Education Director (Fall Terms 1995 and 1986); EALL Department Head (1992-95, 1996-97).
Overseas Experience: China, Taiwan, Japan, Denmark
Languages [5= near native; 1= beginner]: Chinese (5), Japanese (2), French (2).
Percentage of Time dedicated to area/ international studies: 100%
Area courses taught: Fourth-year Chinese; Modern Chinese Literature in Translation; Issues in Modern Chinese Literature; Post-Mao Fiction and Debate; Chinese Film and Theory; Women in Chinese Literature,
Research and teaching specializations: Modern Chinese literature, film, and culture; gender
Recent publications: From Ah Q to Lei Feng: Freud and Revolutionary Spirit in 20th Century China (2009); Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China, (co-edited, 2005); Women and Writing in Modern China (1997); Literary Authority and the Chinese Writer: Ambivalence and Autobiography (1991)
Number of dissertations or theses supervised in past 5 years: 7
Distinctions: Marta Sutton Weeks Senior Fellow, Stanford Humanities Center, 2005-6; Fellow, Center for Chinese Studies, University of California at Berkeley 1990-91; Fulbright scholar, 1991, University of Aarhus (Denmark) Institute of East Asian Studies.

Yugen Wang
East Asian Languages and Literatures

Department: EALL, Associate Professor
Education: Ph.D., 2005, Harvard University
Academic Experience (current and previous academic positions): Associate Professor, Department of East Asian Languages and Literatures, University of Oregon, 2011-present; Assistant Professor, Department of East Asian Languages and Literatures, University of Oregon, 2005-2011; Lecturer, Institute of Comparative Literature and Culture, Peking University, 1997-1998; Instructor, Institute of Comparative Literature and Culture, Peking University, 1995-1997
Overseas Experience: Received BA and MA degrees in China
Languages [5= near native; 1= beginner]: Chinese: Native; English – 5; Japanese Reading – 3; French Reading – 3
Percentage of Time dedicated to area/ international studies: Full
Area courses taught: All courses are China-related
Recent publications: Yuguen Wang, Ten Thousand Scrolls: Reading and Writing in the Poetics of Huang Tingjian and the Late Northern Song, Cambridge, Mass.: Harvard University Asia Center, 2011.
Number of dissertations and theses supervised in past 5 years: 1 Ph.D. dissertation (2014); 1 M.A. thesis (2013)

Weijun Chen
East Asian Language and Literature

Department and Tenure Status: EALL, non-tenure instructor

Education: ABD in Theatre, University of Illinois; MA in Chinese literature and languages, Nanjing University

Academic Experience: UO Chinese Flagship Instructor (2008-present); Department of Foreign Languages, Cultures & Literatures, Simon's Rock College of Bard, Visiting Assistant Professor (2007); Department of Chinese & Japanese, Vassar College, Adjunct Instructor (2007); Department of Chinese & Japanese, Vassar College, Chinese Language Fellow (2006-2007)

Overseas Experience: got BA in China

Languages: [5= near native; 1= beginner]: Mandarin Chinese-native; English-5; Japanese-1; French-1

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Intermediate & Advanced Chinese Language Strategies

Research/teaching Specialization: Asian theatre, intercultural theatre/Chinese language teaching at all levels

Denise Huang Gigliotti
Department of East Asian Languages and Literatures

Department and tenure status: East Asian Languages and Literatures, non-tenured Senior Instructor

Education: MA from UCLA, East Asian Languages and Cultures (Chinese literature)

Academic experience (positions held): Teaching Assistant at UCLA and Indiana University, Bloomington; Associate Instructor at Indiana University, Bloomington; Instructor (and now Senior Instructor) at the UO

Language(s): [5= near native; 1= beginner]: Chinese (5), Japanese (1)

Percent of time dedicated to area/international studies courses: 100%

Research and teaching specialization: Chinese language

Zhuo Jing-Schmit
East Asian Languages and Literatures

Department: East Asian Languages and Literatures, Associate Professor

Education: Ph.D. in General Linguistics with emphasis on Chinese (2005, University of Cologne); MA in Germanic Linguistics (1997, UCLA); MA in German Language and Literature (1995, Beijing University); BA in Western Languages and Literature (1992, Beijing University)

Academic Experience: Visiting professor in linguistics at UO (2008-2010); Chinese Flagship teaching and research, UO (2009-2010); Postdoc research at University of Cologne, Germany

Overseas Experience: Postdoc research in Germany; Invited speaker at Beijing University, China; University of Geneva, Switzerland

Languages: [5= near native; 1= beginner]: Mandarin (native); English 5; German 5; French 3; Dutch 3

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Language, culture and society; Didactics in Chinese linguistics

Recent publications: Modality from morality: semantic change of hao in Mandarin and its cultural relevancy. Chinese Language and Discourse Studies (accepted). 2009a. Z. Jing-Schmidt & Hongyin Tao. The Mandarin disposal constructions: usage and development. Language and Linguistics 10(1), 29-58. 2009b. Z. Jing-Schmidt & Stefan Th. Gries. Schematic meaning and pragmatic inference: Mandarin adverbs hai, zai, and you. Corpora 4(1), 33-70. 2008a. Much mouth much tongue: Chinese metonymies and metaphors of verbal behaviour. Cognitive Linguistics 19(2), 241-282. 2008b. The manifestation of emotion: On the Mandarin Chinese nandao-interrogation. Journal of Chinese Linguistics 36(2), 211-226. 2007. Negativity bias in language: A cognitive-affective model of emotive intensifiers. Cognitive Linguistics 18(3), 417-443. 2005. Dramatized Discourse: The Mandarin Chinese ba-construction. Amsterdam: John Benjamins.

Number of dissertations and theses supervised in past 5 years: 2

Distinctions: German Research Foundation grant holder for project on Chinese information structure (3 years; €195K); German Academic Exchange Service Research Ambassador (2009-2010); Department and tenure status: Senior Instructor of Japanese, Applied Second Language Studies, Department of East Asian Languages and Literatures

Fengjun Mao
East Asian Languages and Literatures

Department and Tenure Status: EALL, non-tenure instructor

Education: M.A in Applied Linguistics, East China Normal University, 2003; B.A in Teaching Chinese as a Second Language, East China Normal University, 2000

Academic Experience: Instructor, Chinese Flagship Program, East Asian Languages and Literatures, University of Oregon (2008-present); Department of Asian Languages and Cultures, University of Michigan, Visiting Lecturer (2006-2008); College of International Chinese Studies, East China Normal University, lecturer (2003-2006)

Overseas Experience: BA in China; leading UO-Harbin Summer Intensive Program in China (2013)

Languages: Chinese, native; English, 5

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Intermediate & Advanced Chinese Language Strategies; content-infused Chinese language courses; Chinese for professions; Reading and Writing Chinese for heritage learners; Novice to Intermediate Chinese.

Research/teaching Specialization: Chinese language pedagogy

Jean Yuanpeng Wu
East Asian Languages and Literatures

Department: East Asian Languages and Literatures, Senior Instructor

Education: Ph.D., Linguistics. Michigan State University, 1998; M.A., West Virginia University, 1990; B.A., English Language and Literature. China University of Geosciences, P. R. China, 1982

Academic Experience: Senior Instructor of Chinese, Department of East Asian Languages and Literatures, University of Oregon, Spring 2002-Present; Faculty Director, Harbin Summer Intensive Chinese Program, University of Oregon, 2014

Overseas Experience: Born and raised in China until age 25

Languages [5= near native; 1= beginner]: Chinese – Native; English – 5; French – 3; Japanese -1

Percentage of Time Dedicated to International Studies: 100%

Area Courses Taught: Chinese language courses at all levels & EALL 560 (Teaching East Asian Languages and Literatures at College Level).

Publications:

“Syntactic differences in Chinese and English: A contrastive approach in teaching syntax via translation.” Paper accepted for publication in the Proceedings of the International Conference on Translation Studies and Chinese Pedagogy, Portland, Oregon, October, 2008. ;

“Creative and engaging teaching: Using newspapers in all levels of the Chinese curriculum.” Paper published in *Proceedings of the Fifth International Conference on Chinese Pedagogy*, Fudan University, Shanghai, China, August 2006, pp. 56-60.

“Teaching with video.” Paper published in *Journal of Yunnan Normal University, Teaching and Research on Chinese as a Foreign Language Edition*, June, 2004, Vol. 2. Beijing, P. R. China, pp. 410-413.

“Pragmatics and second language teaching.” Paper published in *Current Research in Higher Education*, Supplement (2002), Beijing, P. R. China, pp. 158-161.

“Cultural factors in teaching Chinese as a foreign language.” Paper published in *Proceedings of the 2001 Oregon Collaborative Symposium on Chinese Curriculum and Pedagogy*, The Oregon Consortium for Asian Studies, pp. 87-98. “Classroom discourse and its role in L2 learning.” Paper published in *Linguistics Study*, Supplement (2001), Beijing, China, pp. 279-282. “Using SCOLA in Advanced Chinese.” Article published in *Yamada Language Center Quarterly* (Fall 1999), University of Oregon, p. 7.

Number of Theses Supervised in the Past 5 Years: 1

Honors and Grants: UCLA STARTALK/NHLRC Professional Development Grant, 2009; The Center for Asian and Pacific Studies Small Professional Grant, 2008 & 2011. Academic Affairs Instructional Technology Initiative Award, 2004 & 2006.; Abbie J. Bakony Professional Development Grant, 2002.; Oregon Consortium for Asian Studies Collaborative Grant, 2001.

Alisa Freedman
East Asian Languages and Literatures

Department and tenure status: EALL, Associate Professor of Japanese Literature and Film

Education: Wesleyan University, B.A., University of Chicago, M.A. and Ph.D

Academic experience (positions held): Cornell University, Mellon Postdoctoral Fellow (2002-2004); University of Illinois, Champaign-Urbana, Visiting Assistant Professor (2004-2005); Sophia University (Tokyo, Japan), Visiting Lecturer (2000-2005); Waseda University, Resident Director of the Oregon University Systems Study Abroad Program and Visiting Lecturer (2011-2012)

Overseas experience: Waseda University, Research Fellow (1997-2001); Sophia University, Visiting Lecturer, (2000-2005); Resident Director, Oregon University Systems Study Abroad in Tokyo (2011-2012); Waseda University, Visiting Faculty (2011-2012); Waseda University, Exchange Researcher (2012, 2013)

Languages: [5= near native; 1= beginner]: Japanese 5, Chinese 3

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught (Additional classes can be provided): –“Introduction to Japanese Culture, 1600-1950,” “Japanese Youth Culture,” “Globalization of Japanese Popular Culture,” “Graduate Seminar on Japan’s Global Media,” “Digital Age Stories,” “20th and 21st Century Japanese Literature,” “Tokyo in Japanese Literature,” “Gender and Japanese Literature,” “New Japanese Cinema”

Research and teaching specialization: Modern and contemporary Japanese literature, cultural studies, digital media, popular culture, film, gender studies, urban studies, globalization, and literary translation

Recent publications: Books-*Modern Girls on the Go: Gender, Mobility, and Labor*, edited by Alisa Freedman with Christine Yano and Laura Miller. Stanford University Press, 2013; *Tokyo in Transit: Japanese Culture on the Rails and Road*. Stanford University Press, 2010; Annotated translation of Yasunari Kawabata, *The Scarlet Gang of Asakusa*, University of California Press, 2005.

Number of dissertations or theses supervised in past five years: 10 as primary advisor, 6 as committee member

Daisuke Miyao
East Asian Languages and Literatures

Department and tenure status: EALL, Associate Professor

Education: Ph.D., New York University (Cinema Studies, 2003); MA, NYU (1997); MA, University of Tokyo (Area Studies, 1995); BA, University of Tokyo (American Studies, 1993)

Academic experience (positions held): Postdoctoral Fellow, University of California, Berkeley (2004-5); Postdoctoral Fellow, Columbia University (2003-4)

Overseas experience: Japan (1970-95); France (2012-13)

Languages [5= near native; 1= beginner]: Japanese 5; English 5; Spanish 1; French 1)

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: East Asian Cinema; International Melodrama; Ozu and World Cinema; Kurosawa; History of Japanese Cinema; Film Noir and Japan; Film Theory and Japanese Cinema; Silent Cinema

Research and teaching specialization: Japanese cinema; film history; film theory

Recent publications: Books-*The Aesthetics Shadow: Lighting and Japanese Cinema*. Durham, N.C.: Duke University Press, 2013.; *Eiga wa neko dearu: Hajimete no cinema sutadizu* [Cinema Is a Cat: Introduction to Cinema Studies]. Tokyo: Heibon sha, 2011.; *Oxford Handbook of Japanese Cinema*, Daisuke Miyao, ed., Oxford: Oxford University Press, 2014. “What Is the Director of Photography?: The Trans-Pacific Work of Kurita Toyomichi, 1970-2010s.” *Japanese Film Book*, eds. Alastair Philips and Hideaki Fujiki. London: BFI, forthcoming.; “Telephilia vs. Cinephilia = Beat Takeshi vs. Takeshi Kitano?” *Japanese Popular Culture*, eds. Matt Allen and Rumi Sakamoto. London: Routledge, forthcoming. In production. Reprint of the article with the same title in *Framework: The Journal of Cinema and Media* 45.2 (Fall 2004): 56-61

Number of dissertations and theses supervised in past 5 years: 12

Thomas Glynne Walley
East Asian Languages and Literatures

Department: Assistant Professor, East Asian Languages & Literatures
Education: Phd, East Asian Languages & Civilizations, Harvard University, 2009, MA, Japanese Literature, Washington University in St. Louis, 2001, BA, Japanese/Asian Studies, Brigham Young University, 1996
Academic Experience: Lecturer, Bates College, Lewiston, Maine, 2004-2006; Faculty Fellow/Adjunct Instructor, University of Oregon, 2009-2011; Visiting Assistant Professor, University of Oregon, 2011-2012
Overseas Experience: Have spent a total of approximately ten years in Japan since 1989
Languages [5= near native; 1= beginner]: Japanese - 5; Chinese (classical) - 2.5; Spanish - 2
Percentage of Time dedicated to area/ international studies: 100%
Area courses taught: Chikamatsu Monzaemon, Manga Millennium, Traditional Theater, Translation and Japanese Literature, Introduction to Japanese Literature III, Contemporary Japanese Writers, Early Modern Comics, Introduction to Japanese Literature I, Haruki Murakami
Recent publications:
“Gender and Virtue in Kyokutei Bakin’s Nansō Satomi hakkenden.” Harvard Journal of Asiatic Studies Vol. 72, no. 2 (2012), 337-71.
Distinctions: 2013, Jordan Schnitzer Museum of Art Academic Support Grant (University of Oregon)

Jason Webb
East Asian Languages and Literatures

Department: Dept. of East Asian Languages and Literature, Assistant Professor
Education: Ph.D. in Comparative Literature from Princeton University in 2005
Overseas Experience: Japan
Languages: [5= near native; 1= beginner]: Japanese (5)
Percentage of Time dedicated to area/ international studies: 100%
Area courses taught: Japanese Language and Literature, Gender and Writing in Heian, Tale of Genji, Sexuality in Premodern Japan, Race and Ethnicity in Japan, Introduction to Classical Japanese Grammar
Research and teaching specialization: Early Japanese literature, particularly from the seventh and eighth centuries, and the transnational cultural flows in early East Asia
Recent Publications: “Ōmiwa no Takechimaro and the Chimera of Personage in Ancient Japan” [Sino-Japanese Studies] ; “The Big Business of Writing: Monjō keikoku in the Early Heian Court of Saga Tennō” [Harvard Journal of Asiatic Studies] (currently in revision stage); “Egregious Reading: Early Heian Bad Boy Ono no Takamura’s Use of Chinese Literature” [Monumenta Nipponica] (currently in revision stage); State-of-the-field/book review essay The Pursuit of Harmony: Poetry and Power in Early Heian Japan (by Gustav Heldt) and Traversing the Frontier: The Man’yōshū Account of a Japanese Mission to Silla in 736-737 (by Mack Horton), Journal of Asian Studies (forthcoming 2014)
Number of dissertations and theses supervised in past 5 years: 7

Yukari Furikado-Koranda
East Asian Languages and Literatures

Department: EALL
Education: MA in linguistics in the University of Oregon
Academic Experience (current and previous academic positions): Japanese language instructor, English teacher in high school in Japan
Overseas Experience: U.S.A for 6 years
Languages [5= near native; 1= beginner] = Japanese – 4
Percentage of Time dedicated to area/ international studies: 80%
Area courses taught: JPN 1st, 2nd, 3rd and 5th year + JGS (Japanese Global scholar courses)

Reiko Hashimoto
East Asian Languages and Literatures

Department and tenure status: East Asian Languages and Literatures / Senior Instructor of Japanese

Education: Ph.D. (Indiana University)

Academic experience (positions held): Senior Instructor of Japanese, EALL, University of Oregon

Overseas experience: Japan

Languages [5= near native; 1= beginner]: Japanese (5), English (4)

Percent of time dedicated to area/international studies courses: 100%

Research and teaching specialization: Japanese language, Teaching Japanese as a foreign language, Language learning strategies/styles, Cross-cultural issues in Second Language Acquisition, Qualitative research method in second language acquisition, etc.

Recent publications: (2001). "Problem solving in cross-cultural communication situations." *Intercultural Communication Studies*.

Number of dissertations or theses supervised in past five years: 2

Kaori Idemaru
East Asian Languages and Literatures

Department and tenure status: East Asian Languages and Literatures, Associate Professor

Education: Ph.D. (2005) Japanese Linguistics and Pedagogy, University of Oregon

M.A. (1992) TESOL, University of Northern Iowa, Cedar Falls, Iowa, B.A. (1990)

English Linguistics, Osaka University of Foreign Studies, Osaka, Japan

Academic Experience: 2008-present Assistant Professor of Japanese Linguistics

University of Oregon, Department of East Asian Languages and Literatures; 2006-2008 Post-Doctoral Research Fellow, Carnegie Mellon University, Department of Psychology

Overseas Experience:

Languages [5= near native; 1= beginner]: Japanese (5); Spanish (2)

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Languages and Societies of East Asia, Seminar in Japanese Linguistics, Advanced Reading in Japanese Literature, Phonology and Morphology of Japanese, Structure of the Japanese Language, Teaching Japanese as Foreign Language I

Research/teaching specialization: Japanese linguistics, Japanese language pedagogy, speech perception and production, second language acquisition

Recent publications: Idemaru, K., & Holt, L. L. (2013). The long developmental trajectory of children's perception and production of English /r/-/l/. *Journal of the Acoustical Society of America*, 133, 4232 – 4246. doi: 10.1121/1.4802905. Idemaru, K. (2013). Beer or pier: online tuning of phonetic categories. *Phonological Studies*, 16, 89-97. Idemaru, K., Holt, L. L., & Seltman, H. (2012). Individual differences in cue weights are stable across time: the case of Japanese stops lengths. *Journal of the Acoustical Society of America*, 132(6), 3950-3964. doi: 10.1121/1.4765076. Idemaru, K., & Holt, L. L. (2011). Word recognition reflects dimension-based statistical learning. *Journal of Experimental Psychology: Human Perception and Performance*, 37(6), 1939-1956. doi: 10.1037/a0025641 Idemaru, K. (2011). Role of amplitude and pitch in the perception of Japanese stop length contrasts. *Cross-Cultural Studies*, 24, 191-204. (Published from Center for Cross-Cultural Studies at Kyung Hee University, Seoul, Korea)

Number of dissertations and theses supervised in past 5 years: 7

Distinctions: Research Grant: Development of eyetracking methodology to investigate cue weighting in auditory categorization, Principle Investigator, with co-Investigator Dr. Lori Holt, National Organization of Hearing Research, \$20,000. Winner of the 2007 Evie and Ron Krancer Grant in Auditory Science.

Rika Ikei
East Asian Languages and Literatures

Department and tenure status: EALL, Senior instructor

Education: West Chester University of Pennsylvania, MA in Teaching English as a Second Language, 1998; Ohio State University, Columbus, Certificate in Teaching Japanese as a Foreign Language 1996; Kyoto University of Foreign Studies, BA in English, 1992 with Teaching Certificate in English (High School Second Degree, Junior High School First Degree)

Academic experience (positions held): University of Oregon, Instructor of Japanese, 2003-present; Ohio State University, Lecturer in Japanese, 2002 – 2003; MIT, Lecturer in Japanese, 1998 – 2002; Cornell University, Visiting lecturer in Japanese, Summers 2002, 2001; 1999 taught a 9-week intensive introductory Japanese course; West Chester University, Japanese instructor, Spring 1998

Overseas experience: Born and raised in Japan. Worked at language schools for a few years before coming to the States.

Languages [5= near native; 1= beginner]: Japanese 5

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Japanese language

Research and teaching specialization: Japanese language, pedagogy

Sae Kawase
East Asian Languages and Literatures

Department: Japanese Instructor, EALL

Education: MA in Teaching Japanese as a Second Language at University of Durham, UK (2002)

Academic Experience: Japanese Instructor (2007- present); Part time Japanese Instructor at Soochow University, Fu Jen University, Tunghai University, Providence University and Chung Shan Medical University in Taiwan (2004-2007); Cardiff University Lifelong Learning Center, UK (2003-2004); Cardiff Japanese Studies Center, Cardiff University, UK (2002-2004); International Christian University, Tokyo, Japan (2003); Technical University of Lodz, Poland (1998-2001)

Overseas Experience: Japan, Taiwan, UK, Poland

Languages [5= near native; 1= beginner]: English=4, Japanese=native

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Japanese at all levels

Naoko Nakadate
East Asian Languages and Literatures

Department: East Asian Languages and Literatures, Senior Instructor

Education: B.A., Tokyo University of Foreign Studies, 1988; M.A., University of Oregon, 1992.

Academic experience (positions held):Instructor, UO (1993 - present); Instructor, North Carolina State University (1992- 1993)

Languages [5= near native; 1= beginner]:Japanese (5), English(3/4), Vietnamese (2)

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught : 1st – 5th Year Japanese

Research and teaching specialization: Japanese language

Recent Publications: “Learning from Maps : Readings in the Geography of Japan” in collaboration with Hiroko Kataoka, Madoka Kudakabe and Yumiko Shiotani, 1996

Yoko O'Brien
East Asian Languages and Literatures

Department: East Asian Languages and Literatures, instructor

Department and Tenure Status: East Asian languages and Literatures, Japanese instructor

Education: M. A. in Japanese Language and Pedagogy, University of Oregon, December 2000

Academic Experience: University of Oregon, Chemeketa Community, Center for Applied Second Language Studies (CASLS)

Languages [5= near native; 1= beginner] Japanese 5

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: JPN 101~103, 201~203, and 436/536

Dong Hoon Kim
East Asian Languages and Literatures

Department: EALL, Assistant Professor

Education: Cinematic Arts, University of Southern California (Ph.D., 2008); Cinematic Arts, University of Southern California (M.A., 2002); German Literature, Yonsei University (B.A., 1998)

Academic Experience (current and previous academic positions): Sept.2011-present University of Oregon, EALL, Assistant Professor; April 2010-March 2011 Josai International University, Assistant Professor; Aug.2008-May 2009 University of Southern California, Post-doc fellow

Overseas Experience: Educated in Seoul, Korea/Taught in Japan, Research experiences in Korea, Japan, Europe

Languages [5= near native; 1= beginner] Korean (Native), English (5), Japanese (4), German (2)

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: East Asia, Korean & Japanese film, media & culture

Recent publications: “*Performing Colonial Identity: Byeonsa, Colonial Film Spectatorship, and the Formation of National Cinema in Colonia Korea*” Daisuke Miyao, ed., Oxford Handbook of Japanese Cinema (Oxford University Press, December 2013: 172-187).; “*Film Audiences without Movie Theaters: Early Korean Film Culture, 1897-1919*,” Julian Stringer and Nikki J.Y. Lee, eds., The Korean Cinema Book (British Film Institute/Palgrave MacMillan, forthcoming, 2014).

Number of dissertations and theses supervised in past 5 years: 1

Distinctions: 2014: Japan Foundation Japan Studies Fellowship 2014-2015 (Project: Migrating with Movies); 2014: Faculty Research Award, the Office of Research, Innovation and Graduate Education, University of Oregon Project: North Korean Film, \$5,500; 2014: Center for Asian Pacific Studies Small Professional Grant (Project: Eclipsed Cinemas: Colonial Modernity and Film Cultures in Colonial Korea); 2013-2014 Oregon Humanities Center Research Fellowship, University of Oregon (Project: Eclipsed Cinemas: Colonial Modernity and Film Cultures in Colonial Korea)

Lucien Brown
East Asian Languages and Literatures

Department: East Asian Languages and Literatures

Education: B.A., 1997, University of East Anglia, UK; M.A., 2004 SOAS, University of London, UK; Ph.D., 2008 SOAS, University of London, UK

Academic Experience (current and previous academic positions): Sept 2011-Present: Assistant Professor, Korean Linguistics, University of Oregon; Sept 2008-Aug 2011: Research Fellow, SOAS, University of London, UK

Overseas Experience: I have lived, worked and studied in four countries: USA, UK, South Korea and Russia
Languages [5= near native; 1= beginner]: English (5); Korean (5); French (3); Russian (2); Japanese (2); Chinese (1)

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: EALL 209 Languages and Societies of East Asia; KRN 309 Languages and Cultural Formation in Korea; KRN 315 Introduction to Korean Linguistics ; EALL 410/510 Japanese and Korean Syntax; EALL 442/542 Second Language Acquisition of Chinese, Japanese and Korean; EALL 486/586 East Asian Socio-pragmatics; EALL 443/543 Chinese, Japanese and Korean Pedagogy

Recent publications: Books-Brown, L. (2011). *Korean Honorifics and Politeness in Second Language Learning*. Amsterdam: John Benjamins.; Yeon, J and Brown, L. (2011). *Korean: A Comprehensive Grammar*. London: Routledge.; Brown, L. (2013). Identity and Honorifics Use in Korean Study Abroad. In Kinginger, C. (ed.), *Social and Cultural Aspects of Language Learning in Study Abroad*, 269-298. Amsterdam: John Benjamins.; Brown, L. and Iwasaki, N. (2013). L1 Transfer in the L2 Acquisition of Korean Case Particles: The Role of L1 Proximity and Individual Learner Perceptions. *Electronic Journal of Foreign Language Teaching* 10(2): 176-195.

Number of dissertations and theses supervised in past 5 years: 3

Distinctions: 2012-2014 Rippey Innovative Teaching Award, University of Oregon

Eun Young Lee
East Asian Languages and Literatures

Department: East Asian Languages and Literatures, Instructor

Education: Graduate school at the UO (2013)

Academic Experience (current and previous academic positions): An instructor who taught middle school students in Korea (previous position); An instructor who is teaching 2nd&3rd year of students (current position)

Overseas Experience: 10 years of teaching experiences in Korea

Languages [5= near native; 1= beginner] Korean - 5

Bomi Oh
East Asian Languages and Literatures

Department: Senior Instructor, East Asian Languages and Literatures

Education: M.A. Linguistics, Specialized in Language Teaching, University of Oregon

Academic Experience: Korean instructor, University of Oregon, Eugene, Oregon, September 2006-Present Korean examiner, St. Olaf College, Northfield, Minnesota, September 2012-Present

Languages [5= near native; 1= beginner]: Korean (native), English: 5

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Korean 100, 200, 300, 400 level courses, LT 609 Supervised tutoring

Research/teaching specialization: Curriculum and materials development

Number of dissertations and theses supervised in past 5 years: 4 in 2009, 2011, 2012, 2013

Distinctions: OPI Tester, application reader for Critical Language Scholarship; Guest speaker at workshops for The National Association for Korean Schools; Presenter at workshops for the American Association of Teachers of Korean, ACTFL, and NCOLCTL.

David Li
English

Department and tenure status: Professor; Collins Professor of the Humanities, English

Education: Ph.D. in English, University of Texas at Austin, 1991; M.A. in English, ESL/EFL, Indiana University of Pennsylvania, 1986; B.A. in English, Shanghai Foreign Languages Institute, 1982.

Academic experience (positions held): Collins Professor of the Humanities, University of Oregon 1999-present; Professor, Department of English, University of Oregon 2007-present; Associate Professor, Department of English, University of Oregon 1999-2007;

Associate Professor, Department of English, USC 1997-99; Assistant Professor, Department of English, USC, 1991-97; Instructor, Department of English, Dickinson College, Carlisle, PA, 1990-91; Lecturer, Department of English, Shanghai International Studies University, 1982-1985.

Language(s) with proficiency level indicated: Native fluency in Chinese, both oral and written.

Percent of time dedicated to area/international studies courses: 50%

Area courses: Globalization and Transnational Chinese Cinema (cross-listed with comparative literature); Chinese Flagship

Research and teaching specializations: American literature, ethnic literature, global fiction, Chinese film, theory of globalization, literary and cultural history

Recent publications: *Asian American Literature*. (Editor of a 4 volume, 2240 pp collection of Asian American criticism. Abingdon, UK/New York, NT: Routledge, 2012); *Globalization and the Humanities: Field Imaginaries, Virtual Worlds, and Emergent Sensibilities* (2003); *Imagining the Nation: Asian American Literature and Cultural Consent* (1998) paperback edition, 2000; editor, *Globalization and the Humanities*; editor, *Comparative Literature* (2001). Books in progress: *Globalization on Speed: Economy, Emotion and Ethics in Contemporary Chinese Cinema*; *Major Works: Asian American Literature*.

Number of dissertations or theses supervised in past five years: 10

Distinctions: Zumberge Fellow, USC, Spring 1995; East Asian Research Grant, USC; Summer 1998; Small Professional Grant, CAPS, University of Oregon, Summer 2001; Freeman Foundation Travel Grant, CAPS, University of Oregon, Summer 2002; *Imagining the Nation* nominated for Asian American Studies Association Book Award, 2001.

Daniel Buck
Geography

Department and Tenure Status: Associate Professor of Asian Studies and Geography

Education: PhD UC Berkeley 2002

Academic Experience: Columbia University, Oxford University, University of Oregon

Overseas Experience: 6 years in China; 5 years in the United Kingdom; 3 years in Spain

Languages [5= near native; 1= beginner] Mandarin, 4/5; Spanish 4/5; Shanghainese 1; Taiwanese 1

Percentage of Time dedicated to area/ international studies: 90%

Area courses taught: ASIA 350, What is Asia?, ASIA 410/510, Food in Asia: Economy & Society, GEOG 475/575, The Chinese Economy, ASIA 612, Theoretical Approaches to Asian Studies, GEOG 205, Geography of Pacific Asia, Political Ecology of Urbanization in China (at Oxford), East Asian Capitalisms and Globalizations

Research/Teaching Specialization: The mutual constitutions of society, space, and nature. His work integrates political economy, development and agrarian studies, political ecology, urban studies, economic geography, and East Asian and Chinese studies. He has researched urban-rural production networks in the Shanghai regional economy, and is now researching the globalization of food supply systems and agricultural resources in China and East Asia. He has also published on China's urbanization and transition to capitalism through the prism of 19th-century Europe and America; peak oil through the relationship between natural resources, technology change, and capitalism; and the agrarian roots of flexible production networks in Taiwan;

Recent publications: Book: "Constructing China's Capitalism: Shanghai and the Nexus of Urban and Rural Industries (2012, Palgrave MacMillan). Peer reviewed articles: "Primitive Accumulation and It's Shadowy Twin, Subsumption" invited submission to Human Geography, 2009. "The Subsumption of Space and the Spatiality of Subsumption: Primitive Accumulation and Transition to Capitalism in Shanghai, China" Antipode 39(4), 2007: 757-774; Richard A. Walker and Daniel Buck, "The Chinese Road: Cities in the Transition to Capitalism" New Left Review 46 July/August 2007: 39-66 (republished in Spanish and Italian); "The Ecological Question: Can Capitalism Prevail?" Socialist Register 2007: Coming to Terms with Nature, invited submission, 2007: 60-71.

Number of dissertations and theses supervised in past 5 years: 16

Distinctions: Social Science Research Council, SSRC Book Fellowship 2007-2008.

Xiaobo Su
Geography

Department: Geography, Associate Professor

Education: Ph. D. National University of Singapore, Singapore, 2007; M. Sc. Sun Yat-sen University, China, 2003; B. Arch. Southeast University, China, 2000

Academic Experience: Assistant Professor, Department of Geography, University of Oregon 2007-present

Overseas Experience: Born and received pre-doctoral education in China; 2003-2007, Singapore

Languages [5= near native; 1= beginner]: Mandarin, 5; English, 4; Burmese, 1

Percentage of Time dedicated to area/ international studies: 90%

Area courses taught: Geography of Pacific Asia; Politics and Urbanization in China

Research and teaching specialization: cultural politics, tourism, and urban heritage; the politics of heritage tourism in Lijiang ancient town to see the radical transition of China after 1978; the practices of dominance and resistance have shaped, and been affected by, Lijiang's socio-spatial transformation when this World Heritage site becomes increasingly exposed to global capitalistic tendencies arising from tourism. My research examines issues of representation, commodification, spatial inclusion and exclusion, and identity building in a global-national-local nexus.

Recent publications: Su, Xiaobo (2014) Tourism, modernity, and the consumption of home in China, *Transactions of the Institute of British Geographers*, 39(1): 50-61; Su, Xiaobo (2013) Moving to peripheral China: Home, play, and the politics of built heritage, *The China Journal*, 70: 148-162; Su, Xiaobo (2013) From frontier to bridgehead: Cross-border regions and the experience of Yunnan, China, *International Journal of Regional and Urban Research*, 37(4): 1213-1232; Su, Xiaobo (2012) Transnational regionalization and the rescaling of the Chinese state, *Environment and Planning A*, 44: 1327-1347.

Ina Asim
History

Department and tenure status: Associate Professor, Department of History

Education: Dr. phil. habil., *venia legendi* [Certificate of qualification for full professorship by the Ministry of Education, Germany], 2001-2002; Dr. phil., Sinology, (*summa cum laude*), Würzburg University, 1992

Academic experience (positions held): Assistant Professor, Department of History, UO, 2002-2005; Wissenschaftliche Assistentin (Assistant Professor), Department for Cultural Studies of East and South Asia - Sinology, Würzburg University, 1994-2000

Overseas experience: most of Western and Southeastern Europe, Taiwan, China, Japan

Languages [5= near native; 1= beginner]: German (native), English: 5; Chinese: 4, French: 3, Japanese: 3, Russian: 1

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Popular Culture in Traditional China; Neo-Confucianism in Late Imperial China; Foundations of East Asian Civilizations; Song and Yuan Dynasties; Ming and Qing Dynasties; The City in Late Imperial China; Food in Chinese Culture

Research and teaching specialization: Pre-Modern China: Archaeology, Material Culture, Gender Studies

Recent publications: Dieter Kuhn, Ina Asim (eds.), *Beiträge zur politischen und kulturellen Geschichte der Song-Zeit*. [Contributions to the Political and Cultural History of the Song Dynasty] (2006); *Lantern Festival in the Flourishing Capital. Reading a Chinese narrative scroll from the Ming Dynasty*. Educational CD prepared in cooperation with the Social Science Instructional Laboratory at the University of Oregon (2005); "The Merchant Wang Zhen (1525-1593) in: *The Human Tradition in Premodern China*. (2002); "Decline of a Well-Ordered World: What Happened to Sartorial Regulations at the End of the Ming", in *Cheng- In all Sincerity*. (2001).

Number of dissertations or theses supervised in past five years: 13

Distinctions: IT-Resident Fellowship, UO, 2008 & 2007; Williams Grant for Undergraduate Teaching, UO, 2007; Rippey Award for Innovative Teaching, UO, 2005; Brush Fellowship, UO, 2004

Andrew Goble
History

Department and tenure status: Professor, Departments of History and of Religious Studies.

Education: B.A. and M.A. University of Queensland, 1975, 1981; Ph.D., Stanford University, 1987.

Academic experience (positions held): Department Head, Religious Studies (1999-2005).

Overseas experience: Japan.

Languages: Japanese 5 (modern 5, medieval vernacular and literary 5; Kanbun 5).

Percent of time dedicated to area/international studies courses: 100%.

Area/International studies courses taught: Medieval Japan; Warring Age Japan (Sengoku); Samurai in Film; Medicine and Society in Pre-modern Japan; Foundations of East Asian Civilization; Gender and Society in Early Japan; Law and Society in Medieval Japan; Shogun's Japan; Kanbun texts.

Research and teaching specialization: macro-cultural interactions, transmission and appropriation of medical knowledge, technological transmission, and information networks in East Asia prior to 1600; Japanese medical history, medieval Japan; Buddhism and medicine; pre-modern Japan.

Recent publications: *Confluences of Medicine in Medieval Japan: Buddhist Healing, Chinese Knowledge, Islamic Formulas, and Wounds of War* (2011); "Song Printed Medical Works and Medieval Japanese Medicine" in *Chinese Medicine and Healing, An Illustrated History* (2013); "Defining Medieval," *The Kamakura Shogunate and the Beginnings of Warrior Power*, Go-Daigo, Takauji, and the Muromachi Shogunate," essays in *Japan Emerging: Introductory Essays on Premodern History* (2012)

Number of dissertations or theses supervised in past five years: 5

Distinctions: Japan Foundation Professional Fellowship; Japan Foundation Doctoral Fellowship; Edwin O. Reischauer Institute of Japanese Studies; Harvard University, Postdoctoral Fellowship; Social Science Research Council Fellowship.

Bryna Goodman
History

Department and Tenure Status: History, Full Professor

Education: Ph.D. Stanford University, 1990.

Academic Experience (positions held): Program Committee, American Historical Association (2013-2015); China and Inner Asia Council, Association for Asian Studies; Editorial Board for *Twentieth Century China* (2008-)

Overseas Experience: China, Taiwan, Japan, France, England, Germany

Languages [5= near native; 1= beginner]: Chinese 4.5 French 4.5 Japanese 3

Percent of Time Dedicated to Area/International Studies Courses: 100%

Area Courses: China Past and Present; Biography and Autobiography as History in Modern China; Modernity and Gender in China; Trauma and Memory: The Cultural Revolution in Memoir, Film and Historical Writing; Elite and Popular Protest in the Peoples Republic of China; The Exotic City: Shanghai in Chinese and Non-Chinese Cultural Imagination; State and Society in Republican China; Ethnicity, Nation and "China," Research Seminar on Shanghai

Research and Teaching Specialization: Modern China: cultural, social, urban history; gender; modernity.

Recent Publications: Co-editor, *Twentieth Century Colonialism and China: Localities, the Everyday, and the World* (London: Routledge, 2012; co-editor of *Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China* (2005)

Number of dissertations or theses supervised in past five years: 4

Distinctions: Joy Foundation Fellow, Radcliffe Institute for Advanced Study, Harvard University; Oregon Humanities Center Research Fellowship; Visiting Faculty Researcher, Academia Sinica; UO; Faculty Excellence Award; Petrone Fellow; National Endowment for the Humanities Fellowship; Faculty Fellow, Stanford Humanities Center, Stanford; ACLS/Chiang Ching-kuo Foundation Postdoctoral Fellowship

Jeffrey Hanes
History

Department and tenure status: History, Associate Professor

Education: M.A. and Ph.D., History, UC, Berkeley (1978, 1988); A.B., Williams College (1973).

Academic Experience: Associate Professor of History (2000-present); Visiting Associate Professor, Stanford University (2002); Assistant Professor, UO (1993 - 2000)

Overseas Experience: Japan, China, Korea, Sweden, Spain, France, England.

Languages [5= near native; 1= beginner] Japanese (4), French (3), Swedish (1), Spanish (1)

Percentage of Time dedicated to area/ international studies: 100 %

Area courses taught: Japan Past and Present; Postwar Japanese Society; Japan Since 1800; Postwar Japan as History: The Americanization of Japanese Culture; Media Culture in Modern Japan; The Production of Modern Urban Space; City Life in Modern Japan

Recent publications: "Progressivism for the Pacific World: Urban Social Policymaking in Modern Osaka." *City, Culture and Society*, 3, No. 1 (March 2012); "Aural Osaka: Listening to the Modern City." In *Music, Modernity and Locality in Prewar Japan: Osaka and Beyond*, eds. Hugh deFerranti and Alison Tokita (Ashgate: 2013); "The Tyranny of Progress: Rethinking Urban Reform." *Seisaku kagaku (Policy Science)* (2008); "Pacific Crossings? Urban Progressivism in Modern Japan." In *Another Global City: Historical Explorations into the Transnational Municipal Moment, 1850-2000*, eds. Pierre-Yves Saunier and Shane Ewen (New York: Palgrave Macmillan, 2008).

Number of dissertations and theses supervised in past 5 years: 5

Distinctions: Research Innovation Award (UO, 2011); Endeavor Fellowship (2005-06) and Brush Fellowship (2008-09) from UO History Department; Japanese Ministry of Education "Frontiers of Knowledge Kansai Culture Project" International Research through Mukogawa University (2004-09); NSF Research Experience for Undergraduates Award (with Risa Palm) (1997); Japan Foundation Fellow (1994); SSRC Fellow (1993, 1995). Service on numerous internal and external committees and boards, including the UO International Advisory Board, Asian Studies Advisory Board, Department of History Advisory Committee, and the Osaka Urban Research Plaza International Advisory Board

Charles Lachman
Art History

Department and tenure status: Art History, tenured

Education: Ph.D. (University of Toronto, East Asian Studies, 1985)

Academic experience (positions held): Dartmouth College; U. of Oregon

Overseas experience: Research: Taiwan, 1980, 1982; China, 1985, 1988, 1992, 1996; Korea, 2000; Curatorial Workshops: Korea, 2002, 2003, 2004, 2005, 2006, 2007

Language(s) with proficiency level indicated: [5= near native; 1= beginner]: Chinese (4); French (5); Japanese (3); Sanskrit (2); Italian (2); Korean (1.5)

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Chinese and Korean art history (most aspects)

Research and teaching specialization: Buddhist art; history of calligraphy; art theory

Recent publications: "Buddhism: Image As Icon, Image as Art," *Oxford Handbook of Religion and the Arts*, ed. Frank Burch Brown (Oxford University Press, 2013)

CHLA Way With Words: The Calligraphic Art of Jung Do-jun (JSMA/University of Washington Press, 2006). *The Ten Symbols of Longevity: An Important Korean Screen in the Collection of the Jordan Schnitzer Museum of Art* (JSMA/University of Washington Press, 2006). "Art," in *Critical Terms for the Study of Buddhism*, ed. Donald Lopez (Chicago: University of Chicago Press, 2005)

Number of dissertations or theses supervised in past five years: 6

Distinctions: UO Summer Research Award; School of Architecture; Faculty Award; NEH Summer Research Award; Humanities Center Fellowship; Millard Meiss Publication Award; Asian Art Council

Jenny Lin
History of Art and Architecture

Department: History of Art & Architecture, Assistant Professor
Education: BA Honors, Brown University, MA & PhD, University of California, Los Angeles
Academic Experience (current and previous academic positions): 9/2012-Present Assistant Professor, University of Oregon; 2011 & 2007-2009-Summer Course Instructor and Teaching Assistant, University of California, Los Angeles; 2007 & 2009-2011-Summer Course Instructor, California State University, San Bernardino; 2003 - Teaching Assistant, Brown University
Overseas Experience: China, Italy
Languages [5= near native; 1= beginner] English (5); Mandarin Chinese (5); Italian (4); Spanish (4); French (3); German (2)
Percentage of Time dedicated to area/ international studies: 60% (teaching); 80% (teaching & research)
Area courses taught: Contemporary Asian Art, Architecture, and Film; Art and Film in Urban China; Contemporary Asian Art/Photo amidst Globalization; Modern and Contemporary Chinese Art
Recent publications: Books-Above Sea: Transnational Art in Global Shanghai (in progress, plan for submission 2014); Picturing Global China, exhibition catalog (in progress, completion expected summer 2014); "China's Bright New World? Dazzling Projections of Global Shanghai," in Cities of Light. Two Centuries of Urban Illumination, ed. Dietrich Neumann and Sandy Isenstadt (London: Routledge, 2014 forthcoming); "Seeing a World Apart: Visual Reality in Michelangelo Antonioni's Chung Kuo Cina," Art Margins, MIT Press Publication (2014, forthcoming); "Neighborhood in Flux: George Maciunas' Loft Cooperatives in SoHo," trans. Wu Yan, Shanghai Culture 4 (2010), 46-58
Number of dissertations and theses supervised in past 5 years: 4 MA theses in past 2 years
Distinctions: Stipend to Support Participation in Flipped Classroom Initiative, A&AA, UO 2014; Jordan Schnitzer Museum of Art, Academic Support Grant, UO 2013; Confucius Institute for Global China Studies, Grant for Large-Scale Project, UO 2013; Center for Asia Pacific Studies: NRC Conference Grant, UO 2013; Office of International Affairs, Fellowship for Intl. Faculty Development Seminar, UO 2013; Oregon Humanities Center Teaching Fellowship, UO 2013; Graduate Division Award for Top Students in the Humanities, UCLA 2011-2012

Akiko Walley
Art History

Department and Tenure Status: History of Art and Architecture; Assistant Professor
Education: PhD, Harvard University; AM, Harvard University; MA, Aoyama Gakuin University; BA, Aoyama Gakuin University
Academic Experience: 2009, Assistant Professor at University of Oregon
Overseas Experience: Japan, China
Languages : [5= near native; 1= beginner]: Japanese, native; Chinese: reading, some speaking and writing; Korean, some reading; French, reading
Percentage of Time dedicated to area/ international studies: 100%
Area courses taught: Japanese Art (prehistoric to contemporary), East Asian Buddhist Art
Research/teaching Specialization: Japanese Art, East Asian Buddhist Art
Recent publications: "Inscribing and Ascribing Merit: Buddhist Vows and the Horyuji Shaka Triad," _Harvard Journal of Asiatic Studies_ 73, no. 2 (2013): 299-337; "Sen'oku Hakkokan shozo 'Kangen Kogi Kotei hachi koku-o to' mei shsari yoki no kukan kosei," in _Zui To-ki no Santo bukkyo sekkoku to Higashi Ajia_, edited by Kegasawa Yasunori (Tokyo: Bensei Shuppan, 2013), 182-211; "Flowers of Compassion: Tamamushi Shrine and the Nature of Devotion in Seventh-Century Japan," _Artibus Asiae_ 72, no. 2 (2012): 265-322; "Through the Looking-Glass: Reflections on Kibyoshi Illustrations in Kishida Toho's Comicbook Chronicle," _International Journal of Comic Art_ 9, no. 1 (2007): 157-97
Distinctions: Harvard Postdoctoral Fellowship in Japanese Studies (Reischauer Institute, 2013), Support for the Research in the Arts (The Kajima Foundation for the Arts, 2013)

Susanna Soojung Lim
Honors College

Department and tenure status: Honors College, tenured

Education: PHD in Slavic Languages and Literatures, UCLA; MA in Slavic Languages and Literatures, UCLA, 1999; MA in Russian Language and Literature 1998, Korea University; BA in Russian Language and Literature, Korea University, 1996

Academic Experience (current and previous academic positions): Assist Prof, Literature, R. Clark Honors College, University of Oregon; Visiting Asst Prof, Russian and Russian Studies, 2006-07; Teaching Asst, Dept of Slavic Languages and Literatures, University of California, Los Angeles, 200-02

Overseas Experience: Korea, Russia, Germany, France

Languages [5= near native; 1= beginner] English -5; Korean - 5; Russian -4; Portuguese - 4; Croatian -3; Spanish -3; French - 2; German - 2; Chinese -2

Percentage of Time dedicated to area/ international studies: 50%

Area courses taught: Journey to Ancient and Medieval Worlds, Tradition and Innovation: Understanding Literature through Literary Movements; Russian Novel; Russian Literature

Recent Publications: The Spirit of the Continent: Japan, Eurasia, and Empire in the work of Velimir Khlebnikov, *Slavica Occitania* (forthcoming, v. 29, 2011); —Whose Orient Is It?: Frigate Pallada and Ivan Goncharov's Voyage to the Far East, *Slavic and East European Journal*, v.53, n.1 (Spring 2009).; Between Spiritual Self and Other: Vladimir Solov'ev and the Question of East Asia, *Slavic Review*, v. 67, n.2 (Summer 2008).

Distinctions: Oregon Humanities Center Faculty Research Fellowship, 2009-2010; Ernest G. Moll Research Fellowship in Literary Studies, 2009-2010; University of Oregon Summer Research Award 2007-2008; University of Oregon Underrepresented Minority Funding, 2007; Dissertation Year Fellowship, UCLA, 2004-5

Roxann Prazniak
Honors College

Department and tenure status: Associate Professor, Department of History

Education: B.A., University of California, Berkeley, 1970; M.A., San Francisco State University, 1973; Ph.D., University of California, Davis, 1981.

Academic experience (positions held): Northwest Council for Study Abroad Program, Siena, Italy, Spring 2008; Visiting Professor of History, Soka University of America, 2006-2007;

Assoc. Professor of History, Clark Honors College, University of Oregon, 2003-present;

Assistant Professor of History, Clark Honors College, University of Oregon, 2002-03

Overseas experience: China [including in Xinjiang and Dongbei] every few years starting in 1979; India and Nepal; Europe and Central Europe

Languages [5= near native; 1= beginner]: Written Chinese = 4; Mandarin=3; French=2; Italian=2; Turkish=1; Persian =1

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: History of China, Central Asia, Japan, Eurasia, Europe

Research and teaching specialization: Rural China/ Eurasian Comparative History/ Mongol Illuminated Manuscripts in 13th century Northern Italian Art

Recent publications: "Siena on the Silk Roads: Ambrogio Lorenzetti and the Mongol Global Century [1250-1350] forthcoming in the *Journal of World History*, 2009; "Philosophical and Environmental Perspectives in Nature Art: Claude Monet and Qi Baishi," [in Chinese] in *Forum of Arts*, No. 5, 2007, pp. 2-14. "Ilkhanid Buddhism: Traces of A Passage in Eurasian History" to be published in *Comparative Studies in Society and History*" (2014)

Kyu Ho Youm
School of Journalism and Communication

Department and tenure status: Professor & Jonathan Marshall First Amendment Chair, School of Journalism and Communication

Education: M.A., Southern Illinois University, 1982; M.S.L., Yale Law School, 1998; Ph.D. in Journalism, Southern Illinois University-Carbondale, 1985; Master in Law, Oxford University, 2011;

Academic experience (positions held): Professor & Jonathan Marshall First Amendment Chair, University of Oregon, 2002-Present; Professor of Journalism, Arizona State University, 1991-2002.

Overseas experience: Korea, United Kingdom

Languages [5= near native; 1= beginner]: Korean (5)

Percent of time dedicated to area/international studies courses: 25%

Area/International studies courses taught: Communication Law; Comparative Communication Policies; International Communication;

Research and teaching specialization: U.S. communication law, press freedom theories, legal research methods in mass media, international and comparative media law, and international journalism; media law, journalism, and related topics in South Korea and other Asian countries.

Recent publications: Journals: "Cameras in the Courtroom in the Twenty-First Century: The U.S. Supreme Court Learning from Abroad?" *Brigham Young University Law Review* 1989-2032 (2012). "'Actual Malice' in U.S. Defamation Law: The Minority of One Doctrine in the World?" *Journal of International Media & Entertainment Law* 4 (2012): 1-30 (lead article). "South Korea." A book chapter in Andrew B. Ulmer ed., *Media, Advertising, and Entertainment Law Throughout the World* (St. Paul: Thomson/West, 2013), pp. 1041-1108 (with Korea Entertainment Law Society).

Eric Priest
Law School

Department: Assistant Professor, Law School

Education: B.A. (Summa Cum Laude) University of Minnesota (Major: English; Minor: East Asian Studies); J.D. (with High Honors) Chicago-Kent College of Law, Illinois Institute of Technology; LL.M. Harvard Law School

Academic Experience: Research Fellow, Berkman Center for Internet & Society; Graduate Teaching Fellow, Harvard Law School; Adjunct Professor of Law, Chicago-Kent College of Law

Overseas Experience: Noank Creative Internet Technologies (Beijing) Ltd., Beijing, PRC — CEO, March 2007-July 2009; Chicago-Kent College of Law, Beijing and Shenzhen, China — Adjunct Professor of Law, April-July 2006; Rock Records, Beijing, China — Consultant, March-July 1999; University of International Business & Economics, Beijing, China — January-July 1999; Beijing Language & Culture University, Beijing, China — December 1998-July 1999

Languages [5= near native; 1= beginner]: Mandarin Chinese (3.5)

Percentage of Time dedicated to area/ international studies: 50%

Area courses taught: Copyrights, Property B

Recent publications: "Copyright Extremophiles: Do Creative Industries Thrive or Just Survive in China's High Piracy Environment?," 27 *Harvard Journal of Law & Technology* (2014); "Copyright and the Harvard Open Access Mandate," 10 *Northwestern Journal of Technology & Intellectual Property* 377 (2012); "Why Emerging Business Models and Not Copyright Law Are the Key to Monetizing Content Online," in *Copyright Law, Digital Content, and the Internet in the Asia-Pacific* (Brian Fitzgerald et al. eds. Sydney University Press 2008). "The Future of Music and Film Piracy in China," 21 *Berkeley Technology Law Journal* 795 (2006).

Number of dissertations and theses supervised in past 5 years: 2

Scott DeLancey
Linguistics

Department and tenure status: Professor of Linguistics

Education: B.A. in Linguistics, Cornell University, 1972; Ph.D. in Linguistics, Indiana University, 1980.

Academic experience (positions held): Professor, Dept. of Linguistics, University of Oregon, 1992-present; Associate Professor, Linguistics, University of Oregon, 1985-1992; Assistant Professor, Linguistics, University of Oregon, 1982-1985. Visiting appointments: Visiting Professor, University Lyon, 2004; Faculty, 2001 LSA Linguistics Institute, University of California, Santa Barbara, 2001; Faculty, 1995 LSA Linguistics Institute, University of New Mexico, 1995

Overseas experience: Thailand 1973-5 (Peace Corps); Lyon, France, Fall 2004; Guwahati, Assam, India, Winter-Spring 2009

Languages [5= near native; 1= beginner]: French 4, Thai 3, Tibetan 3, Mandarin 2, German 2, Japanese 1

Percentage of Time dedicated to area/ international studies: 25%

Area courses taught: Language of the World (LING211); Structure of Tibeto-Burman Language

Research and teaching specialization: Sino-Tibetan & Southeast Asian linguistics

Recent publications: 2013. Creolization in the divergence of Tibeto-Burman. In Nathan Hill and Thomas Owen-Smith, eds., *Trans-Himalayan Linguistics: Historical and Descriptive Linguistics of the Himalayan Area*. 2013. The origins of Sinitic. In Zhou Jing-Schmidt, ed., *Increased Empiricism: Recent Advances in Chinese Linguistics*. 2013; Verb agreement suffixes in Mizo-Kuki-Chin. In: G. Hyslop et. al., eds., *Northeast Indian Linguistics V*. 2013. The history of postverbal agreement in Kuki-Chin. *Journal of the Southeast Asian Linguistics Society* 6:1-17. 2012. Still mirative after all these years. *Linguistic Typology* 16.3: 529-56. 2012. On the origins of Bodo-Garo. In: G. Hyslop et. al., eds., *Northeast Indian Linguistics IV*, 3-20. Delhi: Cambridge University Press. 2012. "Optional" "ergativity" in Tibeto-Burman languages. *Linguistics of the Tibeto-Burman Area* 34.2:9-20. 2011. Les langues d'Oregon: derniers locuteurs et revitalisation. In Colette Grinevald and Michel Bert, eds., *Linguistique de terrain sur langues en danger: Locuteurs et linguistes*. 2011. Grammaticalization and syntax: A Functional view. in Bernd Heine and Heiko Narrog, eds., *The Oxford Handbook of Grammaticalization*. 2011.

Number of dissertations or theses supervised in past five years: 7

Loren Kajikawa
School of Music and Dance

Department: Department of Ethnomusicology and Musicology at the School of Music and Dance, Assistant Professor

Education: Ph.D. and M.A. in musicology from UCLA; B.A. in ethnic studies from UC Berkeley

Academic Experience: UCLA, Loyola Marymount University, and the University of Southern California

Overseas Experience: Japan 2000-2001, 2003

Languages [5= near native; 1= beginner]: Japanese 3-4

Percentage of Time dedicated to area/ international studies: 25%

Area courses taught: music in Japan (to be taught in Fall 2010)

Recent publications: Eminem's 'My Name Is': Signifying Whiteness, Rearticulating Race, Fall 2009 edition of the *Journal for the Society of American Music*; *The Sound of Struggle: Black Nationalism and Asian American Jazz*, (forthcoming) *Jazz from the Outside* University of California Press; article on Japanese musician Cornelius, *New Sound* 2005

Distinctions: FLAS fellowship to study Japanese language; 2008, the recipient of the Mark Tucker Award for best paper given by a graduate student at the annual conference of the Society for American Music

Yizhao Yang
Planning, Public Policy, and Management

Department: Department of Planning, Public Policy and Management, Associate Professor

Education: Ph.D., 2007, Cornell University

Academic Experience: Assistant Professor, University of Oregon

Languages [5= near native; 1= beginner] Chinese: 5

Percentage of Time dedicated to area/ international studies: 25%

Area courses taught: Course for Flagship Program: China's housing reform and urbanization

Recent publications: Yang, Y. Johnson, B., Fukahori, S. Parker, B., & Schlossberg, M., "Where to Live and How to Get to School: Connecting Residential Location Choice and School Travel Mode Choice" in Miles, E & Gibson, M. ed. *School Siting and Healthy Communities: Why Where We Invest in School Facilities Matters*. Michigan State University Press. (In press, 2010); Wells, N.M., Evans, G. and Yang, Y. "Planning decisions as public health decisions" (forthcoming 2010, *Journal of Architectural and Planning Research*)

Research/teaching Specialization: land use planning in US, Environmental planning, design and analysis for sustainable and active living; urban Planning in China

Number of dissertations and theses supervised in past 5 years: 11 theses and/or exit projects

Karrie J Koesel
Political Science

Department: Political Science, Assistant Professor

Education: PhD 2009 Cornell University; MA 2005 Cornell University; MA 1999 University of Notre Dame; BA 1997 Drake University

Academic Experience: Assistant Professor, University of Oregon (2009-present)

Overseas Experience: Changchun, China 1997-1999; fieldwork China (Changchun, Shanghai) 2006-2007, 2010; fieldwork in Russia (Nizhny Novgorod, Tatarstan) 2005-2006, 2012

Languages [5= near native; 1= beginner]: Mandarin = 4; Russian = 4

Percentage of Time dedicated to area/ international studies: 85%

Area courses taught: Contemporary Chinese Politics; Comparative Authoritarianism; States and Regimes; Gods and Governments

Recent Publications: Book-Karrie J. Koesel. *Religion and Authoritarianism: Cooperation, Conflict and the Consequences*. New York: Cambridge University Press, 2014.; Karrie J. Koesel and Valerie J. Bunce. "Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations Against Authoritarian Rulers," *Perspectives on Politics* 11, 3 (September 2013): 753-768.

Distinctions: 2012 and 2010 Junior Professorship Development Award, University of Oregon; 2010-2012, Principle Investigator of grant from the Center for Religion and Civic Culture at the University of Southern California and the John Templeton Foundation for the PCRI; 2010, Aaron Wildavsky Award for the Best Dissertation in Religion and Politics, American Political Science Association; 2009, LaFeber Prize for Teaching Excellence, Cornell University; 2008-09 Social Science Research Council (SSRC) Eurasia Program, Dissertation Write-up Fellowship; 2007-08 Mellon Foundation Dissertation Completion Grant

Tuong Vu
Political Science

Department and Tenure Status: Political Science, Tenured Associate Professor

Education: PhD (Berkeley, 2004)

Academic Experience: Associate Professor, Department of Political Science, University of Oregon, 2011; Assistant Professor, Department of Political Science, University of Oregon, 2007-2011; Assistant Professor, Department of National Security Affairs, Naval Postgraduate School, Monterey, CA, 2004-2007; Mendenhall Fellow, Smith College, Northampton, MA, 2003-2004

Overseas Experience: Singapore; Fulbright Fellow, Indonesia; Japan

Languages [5= near native; 1= beginner]: Vietnamese: 5 (native); Indonesian: 3-4 (fluent); Japanese: 2 (advanced)

Percentage of Time dedicated to area/international studies: 80% of time

Area courses taught: Survey of Asian Politics; Political Economy of East Asia; Critical Approaches to Asian Studies; Southeast Asian Politics

Research/Teaching Specialization: politics of development in Asia, East Asian political economy, Southeast Asian Islam, mass politics in Asia

Recent and forthcoming peer-reviewed publications: Paths to Development in Asia: South Korea, Vietnam, China, and Indonesia. New York: Cambridge University Press, 2010. Honorable Mention, Bernard Schwartz Award for Best Book on Asia in 2010, Asia Society, New York.; Dynamics of the Cold War in Asia: Ideology, Identity, and Culture (co-edited with Wasana Wongsurawat). New York: Palgrave Macmillan, 2010.; Southeast Asia in Political Science: Theory, Region, and Qualitative Methods (co-edited with Erik Kuhonta and Dan Slater). Stanford: Stanford University Press, 2008.

Number of dissertations and theses supervised in past 5 years: 15

Distinctions: Democracy and Development Visiting Research Fellowship, Princeton Institute for International and Regional Studies, Princeton University, 2011-2012; Honorable Mention, Bernard Schwartz Award for Best Book on Asia in 2010

Mark Unno
Religious Studies

Department and tenure status: Religious Studies, Associate Professor, Department Head 2011-14

Education: M.A. and Ph.D., Department of Religious Studies, Stanford University, B.A., Religion, Oberlin College

Positions Held: Associate Professor, University of Oregon, 2005-present; Assistant Professor, Religious Studies, University of Oregon, 2000-2005; Assistant Professor, Department of Religion, Carleton College, 1996-2000; Mellon Fellow in Japanese Buddhism, Brown University, 1994-1996.

Overseas Experience: Japan

Language Proficiency: [5= near native; 1= beginner]: Modern and Classical Japanese: 5; Classical Chinese: 3; Modern Chinese: 1

Percent of time dedicated to area/international studies courses: 100%

Area courses: Medieval Japanese Buddhism, Dark Self East and West, Asian Philosophy, Japanese Religions, World Religions: Asia, Buddhist Scriptures, Chinese Religions.

Research/teaching specialization: Classical Japanese Buddhism, Comparative Religious Thought, Buddhism and Psychotherapy

Recent publications: Co-editor, Kokoro no yamai to shuukyousei (Hozokan, 2009). "The Mantra of Light in Japanese History," in Tantra and Esoteric Buddhism: Japan, edited by Richard Payne (Brill, 2009). "The Elusive Middle: Between Romanticism and Condemnation in the Buddhist Imaginary," in Beating Devils and Burning Their Books: Views of China, Japan, and the West, edited by Anthony Clark, Asia Past and Present Series (Association for Asian Studies Publications, 2009). "Buddhism, Christianity, and Physics: An Epistemological Turn," in The Boundaries of Knowledge in Buddhism, Christianity, and Science, edited by Paul Numrich (Vandenhoeck & Ruprecht, 2008).

Number of dissertations or theses supervised in past five years: 4

Distinctions (selected): Thomas F. Herman Faculty Achievement Award for Distinguished Teaching; Coleman-Guitteau Teaching-and-Research Fellowship, 2009-2010; Rippey Innovative Teaching Award 2009-011; Wulf Professorship in the Humanities, 2005-2006; Humanities Center Teaching Fellowship, 2005-06.

Eileen Otis
Sociology

Department and tenure status: Associate Professor, Department of Sociology

Education: Ph.D., in Sociology from U.C. Davis (2003); M.A. in East Asian Studies from U.C. Santa Barbara (1999); M.A., in Sociology from U.C. Davis (1996); B.A. in Political Science from U.C. Berkeley

Academic experience (positions held): Assistant Professor, University of Oregon (2008-Present); Assistant Professor, State University of New York, Stony Brook, Department of Sociology (2003- 2008); Harvard University Fairbank Center, An Wang Postdoctoral Fellow (2003-2004).

Overseas experience: China

Languages [5= near native; 1= beginner]: Chinese 5

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: Sex and Gender in Contemporary China (SOC 455); Sociology of Women (SOC 355); Global Ethnography (SOC 410); Top Globalization and Work (SOC 446)

Research and teaching specialization: Globalization, Work, Economic Sociology, Inequality, Qualitative Methods, China; gender, class and ethnic politics of new labor practices within China's urban service sector

Recent publications: *Serving People: Globalization and Women's Work at the Threshold of China's New Inequality* (Under review by Stanford University Press); "Cultures of Service: From Emotion Work to Culture Work." Essay in *The Handbook of Cultural Sociology* edited by Laura Grindstaff, Ming-cheng Lo, and John Hall. New York: Routledge. Forthcoming; Otis, Eileen M. 2011. Markets and Bodies: Women, Service Work and the Making of Inequality in China. Stanford: Stanford University Press.; Otis, Eileen M. 2011. "Working in Wal-Mart, Kunming: Technology, Outsourcing and Retail Globalization." Pp. 173-198 in *Walmart in China*, edited by Anita Chan. Cornell University Press.

Number of dissertations and theses supervised in past 5 years: 9

Distinctions: American Sociological Association, Sex and Gender Section, Best Article Award, Honorable Mention (2009)

Active Faculty Emerit

Stephen Durrant **East Asian Languages and Literatures**

Department and tenure status: East Asian Languages and Literatures, Full Professor

Education: Ph.D., Chinese Language and Literature, University of Washington (1975); B.A., History and Chinese, Brigham Young (1968).

Academic Experience: Vice-Provost of International Affairs (2008-2010); Professor, UO (1993 - present); Associate Professor, UO (1990 - 1993); Associate Professor, University of Utah (1983 - 1990).

Overseas Experience: China, Taiwan, Hong Kong, France, Germany, Spain

Languages [5= near native; 1= beginner]: Mandarin Chinese (4), Manchu (3), German (2), French (2).

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: Introduction to Chinese Literature, Issues in Early Chinese Literature, Classical Greece and Early China.

Research and teaching specializations: Sima Qian, Zuo Zhuan, Early Chinese grammar.

Recent publications: *Early China/Ancient Greece: Thinking Through Comparisons* (Albany: SUNY, 2002); *The Siren and the Sage* (London: Cassell Publishers, 1999); *A World of Literature*, with five others (New Jersey: Prentice-Hall, 1998); *The Cloudy Mirror: Tension and Conflict in the Writings of Sima Qian* (Albany: SUNY Press, 1995).

Number of dissertations of theses supervised in past 5 years: 4

Distinctions: Visiting Professor at the University of Muenster in Germany (2004-5), Distinguished Professor of the College of Arts and Sciences (2003), Recipient

Alexandra Bonds **Theater Arts**

Department and tenure status: Professor, Department of Theatre Arts

Education: M.A., University of Denver (1974); B.S. Syracuse University (1972)

Academic Experience: Assistant Professor to Professor (1979-present); Assistant Professor, University of Minnesota-Duluth (1976-1979)

Related Experience: Area Director of Theatre (1987-1990); Advisory Board to Office of International Education and Exchange and to NCSA London Program, various years

Overseas Experience: China, Indonesia, Japan, Taiwan, Thailand, Cambodia.

Languages [5= near native; 1= beginner]: Chinese (1)

Percentage of Time dedicated to area/ international studies: 25%

Area courses taught: ICOL Asian Art Perspectives, Clothing and Culture, Beijing Opera Costumes

Research and teaching specializations: Clothing and theatrical costume in a cultural context, Costumes of the Beijing Opera. Costume Designs: "Kabuki/Bacchae" a fusion of Greek and Japanese theatre (1990), and "Chimera" an homage to Indonesian dance dramas, "Ever the Dragon" an original script based on Chinese traditional arts (1996).

Recent publications: *Beijing Opera Costumes: The Communication of Character and Culture through Clothing* (U Hawaii Press, 2008); "A Costumer Goes to Beijing," *Costume Research Journal*, Spring, 2002; "Surface Design in Jingju Costumes: The Aesthetics and Meanings of Embroidered Imagery in the Beijing Opera," *Theatre Design and Technology*, Spring, 2001. "Interwoven Arts: Religion, Theatre, and the Creation of Beauty in Bali," *Seaspan*, 1997. "Beijing Opera Costumes, Discovering the Meaning in Costumes of Traditional Jingju," *Theatre Design and Technology*. (Fall, 1997)

Number of dissertations or theses supervised (past 5 years): 3

Distinctions: Beijing Opera Costumes. USITT Fellowship for Excellence in Scholarship, \$15,000 to support research in Beijing Opera Costumes, 2000-1, Scholar in Residence, Academy for Traditional Chinese Opera, Beijing, China. Humanities Fellowship.

Other Faculty and Administrators

Sheila Bong **Global Studies Institute**

Department: Global Studies Institute, Office of International Affairs

Education: BA International Relations, Stanford University

Overseas Experience: The Economist Group Japan Managing Director, 5 years in Tokyo, Japan; Economist Intelligence Unit Director Consulting & Research, 2 years in Hong Kong; Sumitomo Corporation of America Executive Management Special Training Assignment, two years in Tokyo, Japan; Studied Abroad in Aomori, Japan, AFS Intercultural Programs high school student, one year; Studied Abroad in Florence, Italy, Stanford University, 4 months; extensive travel for work and pleasure throughout Asia, Europe, N. America

Languages [5= near native; 1= beginner]: Japanese (4)

Percentage of Time dedicated to area/ international studies: 100%

Vinnie Burns **Study Abroad**

Department: Study Abroad

Education: MA International Educational Management, University of Leeds, UK

Academic Experience: Taught English in Japan for four years

Overseas Experience: Studied abroad in Taiwan for one year, Worked in Japan for four years, studied in England for one year, and have also traveled to various countries in North America, Asia, Europe, and the Middle East.

Languages [5= near native; 1= beginner]: English (5), Chinese (4), Japanese (3)

Percentage of Time dedicated to area/international studies: 100%

Noelle Jang **Knight Library**

Department: Korean cataloger, Collection dept., UO libraries

Education: Bachelor of Science, MBA from University of Illinois at urban-Champaign

Academic Experience (current and previous academic positions): Korea cataloguer, Knight Library, UO, 2010-present

Overseas Experience: Data analyst in HSBC, Seoul, Korea

Languages [5= near native; 1= beginner]: English (4), Korean (5), Japanese (1)

Percentage of Time dedicated to area/ international studies: 90%

Anne Rose Kitagawa
Jordan Schnitzer Museum of Art

Department: Jordan Schnitzer Museum of Art, University of Oregon

Education: Princeton University: M.A. in Japanese Art & Archaeology (1988-1995). Middlebury College: Intensive Japanese (Summer 1989). Oberlin College: B.A. with High Honors in East Asian Studies & Art History (1983-1987). University of Chicago: Japanese Language & Art History (Fall 1984 & Summer 1985).

Academic Experience: Jordan Schnitzer Museum of Art: Chief Curator of Collections & Asian Art and Director of Academic Programs (from 2010). Harvard Art Museums: Cunningham Assistant Curator of Japanese Art (1995-2009). Museum of Fine Arts, Boston: Research Assistant in Japanese Art (1993-1995). Art Institute of Chicago: Education: Lecturer (1993), Co-author & Editor (1992 & 1993), Publications: Consultant & Editorial Assistant (1993); Department of Asian Art, Research Assistant (1987-1988 & 1992). Intermuseum Conservation Association: Intern (1987).

Overseas Experience: 1-3 Asian courier/research trips per year for the past 17 years; area studies at Sophia University, Tokyo (1991) and Kansai University of Foreign Studies, Osaka (1986).

Languages [5= near native; 1= beginner]: English = native; Japanese = 4; French = 2

Percentage of time Dedicated to Area/International Studies: 100%

Area Courses Taught: Will teach object-based museum courses & oversee student projects as time permits. Taught museum sessions for art history, history, literature, & religion classes from Harvard, MIT, UMass Boston, Wheaton College, and Yale, as well as docent-training courses for the Harvard Art Museums, Isabella Stewart Gardner Museum, Worcester Art Museum, Museum of Fine Arts, Boston, Boston Children's Museum, and Art Institute of Chicago, plus museum studies courses at the Harvard Extension School.

Research/Teaching Specialization: Japanese painting, particularly medieval narrative painting; Japanese lacquer, Japanese & Ryūkyū textiles, Japanese woodblock prints; more generally East Asian painting, sculpture and decorative arts.

Recent Publications: "Veiled in Shadow: Recent Discoveries and Technical Analyses of the Harvard Art Museum's Tale of Genji Album" in *Crossing the Sea: Essays on East Asian Art in Honor of Professor Yoshiaki Shimizu* (P. Y. and Kinmay W. Tang Center for East Asian Art at Princeton University, 2012); Entries for 13 Japanese, Korean & Mongolian works (paintings, calligraphy, prints, sculptures, textiles & lacquer) in *Harvard Art Museum Handbook* (Harvard Art Museums, 2008); "Marks of Enlightenment, Traces of Devotion: Japanese Calligraphy and Painting from the Sylvan Barnet and William Burto Collection" (exhibition brochure, Harvard Art Museums, 2004); "The Substance beneath the Symbols: Lacquer in Japanese Culture" (*Oriental Art Magazine*, Vol. XLV No. 3, Autumn, 1999; 3-15).

Distinctions: Invited participant in 5 Korea Foundation Korean-Art Curators Workshops (2013, 2012, 2010, 2005 & 2000); Curatorial research fellowships at the Nara National Museum (January–March 2002) and Tokyo National Museum (January 2001).

Kevin McDowell
Knight Library

Department: Reference and Research Department, University of Oregon Libraries

Education: M.A., Library and Information Science, University of Arizona (2003); M.A., Japanese History, University of British Columbia (2002); B.A., University of Oregon, History (1992)

Academic Experience (current and previous academic positions): Japanese Studies Librarian, University of Colorado, 2009-2012; Japanese Studies Librarian, University of Oregon, 2012-Present

Overseas Experience: 10 years in Japan

Languages [5= near native; 1= beginner] Japanese: 3

Percentage of Time dedicated to area/ international studies: 60%

Distinctions: Junior Japanese Studies Training and Workshop Award, University of Toronto, 2012; Tuition Scholarship, University of Virginia Rare Books School: The Art of the Book in Edo and Meiji Japan, 1615-1912, 2011; Ansel Adams Internship, University of Arizona, University of Arizona Libraries, Center for Creative Photography, 2002-2003; Faye and Lawrence Clark Powell Scholarship, University of Arizona, School of Information and Library Science, 2002-2003; Graduate Student Tuition Scholarship, University of British Columbia, 2000-2002

Lori O'Hollaren
Center for Asian and Pacific Studies

Department: Associate Director, Center for Asian and Pacific Studies

Education: M.A., Latin American Studies, Vanderbilt University; B.A., Pitzer College, Claremont, CA.

Academic Experience: Associate Director, CAPS (2013- present); Assistant Director, CAPS (2001-2013); SEASSI Assistant Director (1997-1999); Program Coordinator, CAPS (1996-2001); Research Assistant, Vanderbilt University Library (1994-95)

Languages [5= near native; 1= beginner]: Spanish (3), Portuguese (3)

Percentage of Time dedicated to area/ international studies: 100%

Research/teaching specialization: Grant management and administration

Distinctions: Outstanding Officer of Administration Award, University of Oregon, 2006

Xiaotong Wang
Knight Library

Department: Knight Library, University of Oregon Libraries, Chinese Studies Specialist

Education: M.A. in Asian Studies, University of Oregon, 1989. B.A. in English, Beijing Foreign Studies University, China, 1983.

Academic Experience: Translator/Editor, China Central Television, 1983-1986. Chinese cataloger, University of Oregon Libraries, 1989 to 2012

Yifang Zhang
Center for Asian and Pacific Studies

Department and Tenure Status: East Asian Initiative Coordinator at the Center for Asian and Pacific Studies

Education: MA Japanese Pedagogy, UO (03-05); BA Japanese Language, Soochow University in China (91-95)

Academic Experience: EA Initiative Coordinator at CAPS (09-present); Chinese Education Specialist & Chinese Flagship instruction coordinator at UO (05-08); Japanese Instructor at Soochow University (96-02)

Overseas Experience: exchange student in Miyazaki University (95-96)

Languages [5= near native; 1= beginner]: CHN-native; Japanese-4; English-3

Percentage of Time dedicated to area/ international studies: 100%

Area courses taught: JPN101-103; JPN201-203; CHN399; CHN410; LING409

Research/teaching Specialization: JPN/CHN pedagogy; social linguistics; intercultural communication

Number of dissertations or theses supervised (past 5 years): 3

Appendix 4: Performance Measure Forms

Goal 1: Make East Asia Content More Accessible Through Use of Technology									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Implement new EA online resources for use by 15 current K-12 teachers per year	A.1. Hire Graduate Teaching Fellow (GTF) from the "UO Teach" Licensure Program to develop writing modules for Common Core curriculum with EA content								
	A.2. Hire Master Teacher consultant to work with GTF and Year 1 workshop participants throughout the academic year on the implementation of the modules								
	A.3. Hold Year 1 summer workshop for K-12 teachers to refine modules								
	A.4. Maintain electronic communication with workshop participants throughout the year for updates and discussions.								
	A.5. Hold Year 2 follow-up summer workshop for K-12 teachers to evaluate "best practices" for implementing modules								
	A.6. Update dedicated website with revised materials, available to all teachers								

**Goal 1: Make East Asia Content More Accessible Through Use of Technology
(continued)**

<p>B. Digitize 5000 items of the Gertrude Bass Warner collection at the Knight Library and the JSMA and make them accessible online</p>	<p>B.1. UO Digital Scholarship coordinator hires student assistants for digitizing and data entry work</p> <p>B.2. Develop website with online tools for ease of use of the digitized materials</p> <p>B.3. Upload all digitized items to special website</p> <p>B.4. Present website contents at national library and/or Asian studies meetings</p>					
<p>C. Make EA events available to 1000 people from community colleges and the general public through streaming online videos</p>	<p>A.1. Videotape UO faculty's "Best Lecture" and upload it to a dedicated website</p> <p>A.2. Videotape visiting speaker lectures and upload to the same dedicated website</p> <p>A.3 Videotape conference presentations and upload to the same dedicated website</p> <p>A.4. Enhance "Best Lecture" videos with community college classroom visits by UO and other OEAN faculty to increase awareness of website resources</p>					

Goal 2: Add Transnational East Asia Content to the UO Curriculum

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T 1	T2	T3	T4
A. Provide professional and curricular development support to 25 non-East Asia faculty each year	A.1. Retool 2 existing Professional School survey courses each year with new EA content								
	A.2. In cooperation with CASLS and TEP, conduct a needs analysis to address key concerns of UO faculty with large numbers of East Asian students enrolled in their courses								
	A.3. Create a simulation module to help instructors better understand EA culture to improve classroom practice and reduce frustration								
	A.4. Offer workshop on "EA Cross Cultural Communication" to introduce simulation module								
	A.5. Evaluate outcomes through use of a survey; revise content based on results								

**Goal 2: Add Transnational East Asia Content to the UO Curriculum
(continued)**

B. Create or develop 8 new courses per year with transnational EA content	<p>B.1. Hire new career instructor in the School of Journalism and Communication to teach 5 media courses with EA content</p> <p>B.2. Retool 3 existing EA courses per year with new transnational EA content</p>								
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Goal 3: Expand and Enhance Content-Based Language Instruction

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Provide training activities for 20 EA language instructors and GTFs per year to employ new content-based techniques and technologies in the classroom	A.1. Hold ACTFL writing workshop for EA language instructors to better assess students' functional writing ability in the target language								
	A.2. Co-organize a workshop with the JSMA on Visual Thinking Strategies and the EA collection, using art as a teaching tool								
	A.3. Co-organize a workshop with CASLS on using new language teaching and mobile technologies								
	A.4. Integrate language assessment analysis report from previous year CAP tests into annual UO language teacher pedagogy workshops to better understand student proficiency levels								
B. Enhance curriculum with more content-based materials for 100 students per year in advanced EA language courses	B.1. Revise 4 th year Korean language curriculum to include content-based modules								
	B.2. Videotape "Best Lecture" series in Chinese, Japanese, or Korean by native speaking visiting scholars from East Asia and upload to the same dedicated website as other "Best Lectures."								

**Goal 3: Expand and Enhance Content-Based Language Instruction
(continued)**

<p>C. Increase by 10% the students majoring in new EA Linguistics track in EALL</p>	<p>C.1. Create recruitment materials and revise website to highlight new program.</p> <p>C.2. Fund language faculty members to present about the program at two national conferences during the grant period.</p>								
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Appendix 5: Letters of Support



UNIVERSITY OF OREGON
College of Education

June 23, 2014

Dr. Jeffrey Hanes, Director
Center for Asian and Pacific Studies
1246 University of Oregon
Eugene, OR 97403

Dear Professors Jeffrey Hanes and Craig Parsons,

The UO College of Education (COE) is delighted to partner with the Center for Asian and Pacific Studies (CAPS) on a variety of East Asia projects in connection with the Title VI East Asia National Resource Center.

CAPS's ongoing project "Explore East Asia Through Writing," which integrates East Asian cultures and languages into K-12 reading and writing instruction and aligns with the Common Core writing standards, has provided one of our Graduate Teaching Fellows (that is, a TA) the opportunity to participate centrally in the UOTeach K-12 Teacher Licensure and Master's program through AY 2013-14. We would love to continue to provide support to this project by providing qualified graduate students as GTFs, and by making the content of the projects available to the other UOTeach students. This project will bring valuable professional development opportunities to our graduate students to help create, evaluate, and implement innovative new educational materials.

We also look forward to propagating one other pivotal partnership between CAPS and the COE: the Global and Online Education initiative of Professor Yong Zhao. Among other things, this program promotes academic exchange between visiting scholars and UO faculty.

We look forward to continuing these collaborations with CAPS and to initiating new ones as well. Thanks to this partnership, our faculty and

OFFICE OF THE DEAN

1215 University of Oregon, Eugene OR 97403-1215 T (541) 346-3405 F (541) 346-5818



UNIVERSITY OF OREGON
College of Education

students will have a unique opportunity to connect with East Asian cultures and languages.

Sincerely yours

Mia Tuan
Interim Dean
Professor of Education Studies
College of Education
University of Oregon

OFFICE OF THE DEAN

1215 University of Oregon, Eugene OR 97403-1215 T (541) 346-3405 F (541) 346-5818



School District 4J
Eugene Public Schools
200 North Monroe Street
Eugene, OR 97402-4295

June 24, 2014

Dr. Jeffrey Hanes, Director
Center for Asian and Pacific Studies
1246 University of Oregon
Eugene, OR 97403

Dear Dr. Hanes,

The Eugene 4J School District is pleased to partner with the Center for Asian and Pacific Studies (CAPS) on the project "Explore East Asia Through Writing," which integrates East Asian languages and cultures into K-12 reading and writing instruction and aligns with the national Common Core writing standards.

Oregon has chosen to adopt the Common Core standards, as have most other U.S. states. Because they are aligned to international standards, the Common Core will prepare our students to compete not only with students around the country, but with students around the world. As the economy continues to globalize, we need to ensure that all students, no matter where they live, are prepared for the opportunities and challenges they will face after high school.

Since there currently are no standards for testing students' knowledge of global social studies, CAPS is helping to fill the gap by creating new, non-fiction materials that can be used to teach writing. This way, our students are afforded access to cultural and historical topics of East Asia while improving their writing skills in the argumentative, informational, and narrative genres. The idea for the creation of these new materials came from one of our elementary school principals, who works with the UO on other East Asia activities.

This project will include valuable professional development opportunities for our teachers to help create, evaluate, and implement these new materials. Through annual summer workshops, as well as ongoing support in the classroom throughout the academic year, this partnership will enhance our existing relationship with CAPS and the UO and provide much needed resources on East Asia topics.

We look forward to continuing our long-standing collaboration with the East Asia programs at the UO. Thanks to this partnership, our students are being offered the opportunity to develop a global perspective as well as the analytical and critical skills to articulate it.

Dr. Sheldon Berman
Superintendent of Schools



Office of Academic and Student Affairs

19 June 2014

Dear Professors Jeffrey Hanes and Craig Parsons:

We are writing in support of the two 2014-18 Title VI National Resource Center applications submitted by the University of Oregon. In a joint effort to extend the reach and increase the depth of international education in Oregon, we will be delighted to collaborate with the University of Oregon to bring language and area studies expertise to Lane Community College (LCC: Eugene, Oregon) and Portland Community College (PCC: Portland Community College).

Our two institutions are the premier community colleges in the region and, as such, attract the best and the brightest. LCC is a learning-centered community college with a comprehensive curriculum that includes language studies and the liberal arts, including area studies classes of various descriptions; and it has also become a destination for international students from around the world. PCC, which serves 93,000 students in the Portland metropolitan area on three different campuses, offers a broad range of language and area studies courses aimed to prepare students to transfer successfully to four-year colleges and universities. Its internationalization initiative, which continues to gather steam, intersects fluidly with the language and area studies objectives of the Title VI program.

Under the umbrella of the two Title VI National Resource Centers projected by the University of Oregon—one International, the other East Asian—we anticipate that faculty and students at our respective institutions will be linked to a wide range of activities that promise to contribute to their community college educations and to their prospects for further study in four-year colleges and universities. Specifically, both grants have written in funding for guest lectures by University of Oregon faculty as well as a video-recorded "Best Lecture" series in area studies that will be accessible online. In addition to guest lectures—some of which have already been given at PCC as part of a pilot program—the grants will support professional development workshops in language and area studies for LCC and PCC faculty at the Portland campus of the University of Oregon.

We are very excited at the prospect of these substantial collaborations with the University of Oregon in International and Asian studies. Funding for UO's applications will significantly help our own international programs.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Maurice Hamington".

Maurice Hamington
Executive Dean, Transfer
Lane Community College

Date:

6/19/14

A handwritten signature in black ink, appearing to read "Christine Chairsell".

Christine Chairsell
Vice President of Academic and Student Affairs
Portland Community College

Date:

6/20/14

Assurances

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

National Resource Centers, by their very nature, embody diversity. The focus of this proposal is East Asia; and this is appropriate to our location on the West Coast, where Asian immigration was once concentrated and where Asian trade now reigns supreme. Even so, to most Pacific Northwesterners, East Asia remains a distant and exotic world; and it is our overarching goal to render it accessible through language and area study.

Oregon has always been a diverse state in terms of political perspectives. The Willamette Valley cities of Portland, Salem and Eugene have long been centers of progressive politics, while the rest of Oregon has remained a bastion of Western conservatism. Eugene in particular straddles this line--its famed role as a laid-back college town clashing to this day with that of its sister-city, Springfield, which still depends on logging connections to the surrounding region. In between left and right, Oregon is also home to a powerful tradition and colorful history of political independents and mavericks.

As the flagship research university that serves the people of Oregon, the University of Oregon has always celebrated its role as the place where these different perspectives engage. To quote the university's Mission Statement, we cherish "the conviction that freedom of thought and expression is the bedrock principle on which university activity is based." As all universities should, UO creates an open space for the free formulation and exchange of views. Its educators are committed to enhancing the quality of engagement through the creation and communication of knowledge in the liberal arts, the natural and social sciences, and the professions.

Rapidly rising ethnic diversity and internationalization have only made the mix of views and experiences in Oregon that much broader and richer, placing even greater responsibility on the university to accommodate diverse perspectives. UO embraces "a commitment to international awareness and understanding," to return to our Mission Statement, "and to the development of a faculty and student body who are capable of participating effectively in a global society." In order to foster a new level of internationalization in the university's activities, our East Asia NRC aims to engage the wide world of East Asia—and to elicit its place in our global society. Through language instruction in Chinese, Japanese, and Korean, East Asian area studies

coursework, community outreach, public speakers and conferences, international travel, teacher trainings, and many other forms of programming, this grant holds the promise of bringing a wide range of Oregonians into contact with nations and cultures on the other edge of the Pacific Rim.

By educating our students to the rich traditions and complicated histories of East Asia, and by bringing the public into this educational conversation, we hope to provoke curiosity, inspire debate, and encourage mutual understanding.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

This East Asia National Resource Center proposal both directly and indirectly addresses “areas of national need.” On the one hand, it aspires to educate global citizens; on the other, it actually trains global professionals.

The Title VI program is premised on the conviction that knowledge of the languages, cultures, societies, and political and economic systems of the different nations and regions of the world is key to human communication and interchange. In the fractious world we live in today, that mission has taken on new and urgent meaning. Contrary to the conventional wisdom about globalization at the turn of the 21st century, “glocalism” has taken a backseat to localism in a variety of different guises—religious, cultural, social, political.

For Americans, this reality is all too real, as we have discovered in Iraq and Afghanistan. Rather than shrinking from the challenge of global engagement, Americans need to embrace it. Practically speaking, that means leaving the academy after graduation and going out into the world. One key goal of this program is to provide students with the basic knowledge and skills to seize that opportunity.

Here in Oregon, sitting as we do on the Pacific Rim, East Asia looms large. Not surprisingly, we have amassed a great deal of East Asian linguistic and area studies expertise at UO. Proficiency in the region’s main languages—Chinese, Japanese, and Korean—is the mainstay of our program; and we continue to urge all students to move through a graduated sequence of courses to increase fluency. But we have also developed targeted language courses with a real-world emphasis, such as “Japanese Business Culture and Language.” In the attached proposal, we carry this real-world orientation to the next level with expanded immersion programming in Chinese and Japanese, including internships, intended to train global professionals. Already, many graduates of the Chinese Flagship are looking to business, law, and government as future careers.

If language proficiency is important, however, so too is area studies expertise. And, in this globally competitive world, it is the architecture, business, journalism, public policy, and IT students who need it the most. One key element of our proposal, accordingly, calls for the development of East Asian content in technical and professional school coursework. Not only

have we worked with CIS to develop an international computer curriculum focused on Chinese, and with the Business School to introduce a new lower division course on "East Asian Business," we are working with Architecture and the Allied Arts on exchange and internship programs that promote practical interchange in architecture, landscape architecture, and city planning. In every case, we work from the premise that early exposure to East Asia will spark timely language and area studies work.

In sum, our approach to addressing "areas of national need" is to bring real-world content and approaches into the classroom early in the game and to offer the specialized, real-world opportunities that promise to lead to carry Americans out into the world as well-informed professionals capable of cultivating long lasting relationships throughout the EA region.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Oregon Center for Asian and Pacific Studies

Name/Title of Authorized Representative (Printed): Joshua Kerber

Title: Sponsored Projects Administrator

Telephone: 541-346-5131

Signature: 

E-mail: SponsoredProjects@uoregon.edu

Date: 06/27/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Sponsored Projects Administrator	
APPLICANT ORGANIZATION University of Oregon		DATE SUBMITTED 06/27/2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
University of Oregon	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Joshua Middle Name: <input type="text"/>
* Last Name: Kerber	Suffix: <input type="text"/>
* Title: Sponsored Projects Administrator	
* SIGNATURE: 	* DATE: 6/27/14

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> B a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance		2. Status of Federal Action: <input type="checkbox"/> A a. bid/offer/application b. initial award c. post-award		3. Report Type: <input type="checkbox"/> A a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report _____	
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: 5219 University of Oregon Eugene, OR 97403-5219 Congressional District, if known: OR-004			5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:		
6. Federal Department/Agency: US Department of Education			7. Federal Program Name/Description: CFDA Number, if applicable: _____		
8. Federal Action Number, if known:			9. Award Amount, if known: \$		
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): No Lobbying Activities			b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature: <u>Joshua Kerber</u> Print Name: <u>Joshua Kerber</u> Title: <u>Sponsored Projects Administrator</u> Telephone No.: <u>541-346-5131</u> Date: <u>06/27/2014</u>		
Federal Use Only:					Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

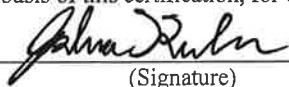
1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.


(Signature)

06/27/2014

(Date)

Joshua Kerber

(Typed or Printed Name)

Name or number of ED program under which this certification is being made: ED-GRANT-053014-011